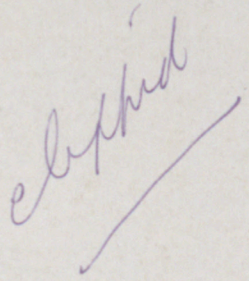
The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

March-April 1976



MAINSTREAMING

Also articles by Henry Steele Commager, R. Freeman Butts, classroom teachers, and others on learning, reading, class size, accountability, censorship...

BILL OF TEACHER RIGHTS

Preamble

We, the teachers of the United States of America, aware that a free society is dependent upon the education afforded its citizens, affirm the right to freely pursue truth and knowledge.

As an individual, the teacher is entitled to such fundamental rights as dignity, privacy, and respect.

As a citizen, the teacher is entitled to such basic constitutional rights as freedom of religion, speech, assembly, association, and political action and equal protection of the law.

In order to develop and preserve respect for the worth and dignity of humankind, to provide a climate in which actions develop as a consequence of rational thought, and to insure intellectual freedom, we further affirm that teachers must be free to contribute fully to an educational environment which secures the freedom to teach and the freedom to learn.

Believing that certain rights of teachers derived from these fundamental freedoms must be universally recognized and respected, we proclaim this Bill of Teacher Rights.

Article I—Rights as a Professional

As a member of the teaching profession, the individual teacher has the right:

Section 1. To be licensed under professional and ethical standards established, maintained, and enforced by the profession.

Section 2. To maintain and improve one's professional competence.

Section 3. To exercise professional judgment in presenting, interpreting, and criticizing information and ideas, including controversial issues.

Section 4. To influence effectively the formulation of policies and procedures which affect one's professional services, including curriculum, teaching materials, methods of instruction, and school-community relations.

Section 5. To exercise professional judgment in the use of teaching methods and materials appropriate to the needs, interests, capacities, and the linguistic and cultural background of each student.

Section 6. To safeguard information obtained in the course of professional service.

Section 7. To work in an atmosphere conducive to learning, including the use of reasonable means to preserve the learning environment and to protect the health and safety of students, oneself, and others.

Section 8. To express publicly views on matters affecting education.

Section 9. To attend and address a governing body and be afforded access to its minutes when official action may affect one's professional concerns.

Article II—Rights as an Employee

As an employee, the individual teacher has the right:

Section 1. To seek and be fairly considered for any position commensurate with one's qualifications.

Section 2. To retain employment following entrance into the profession in the absence of a showing of just cause for dismissal or nonrenewal through fair and impartial proceedings.

Section 3. To be fully informed, in writing, of rules, regulations, terms, and conditions affecting one's employment.

Section 4. To have conditions of employment in which health, security, and property are adequately protected.

Section 5. To influence effectively the development and application of evaluation procedures.

Section 6. To have access to written evaluations, to have documents placed in one's personnel file to rebut derogatory information, and to have removed false or unfair material through a clearly defined process.

Section 7. To be free from arbitrary, capricious, or discriminatory actions affecting the terms and conditions of one's employment.

Section 8. To be advised promptly in writing of the specific reasons for any actions which might affect one's employment.

Section 9. To be afforded due process through the fair and impartial hearing of grievances, including binding arbitration as a means of resolving disputes.

Section 10. To be free from interference to form, join, or assist employee organizations, to negotiate collectively through representatives of one's own choosing, and to engage in other concerted activities for the purpose of professional negotiations or other mutual aid or protection.

Section 11. To withdraw services collectively when reasonable procedures to resolve impasse have been exhausted.

Article III—Rights as an Organization

As an individual member of an employee organization, the teacher has the right:

Section 1. To acquire membership in employee organizations based upon reasonable standards equally applied.

Section 2. To have equal opportunity to participate freely in the affairs and governance of the organization.

Section 3. To have freedom of expression, both within and outside the organization.

Section 4. To vote for organization officers, either directly or through delegate bodies, in fair elections.

Section 5. To stand for and hold office subject only to fair qualifications uniformly applied.

Section 6. To be fairly represented by the organization in all matters.

Section 7. To be provided periodic reports of the affairs and conduct of business of the organization.

Section 8. To be provided detailed and accurate financial records, audited and reported at least annually.

Section 9. To be free from arbitrary disciplinary action or threat of such action by the organization.

Section 10. To be afforded due process by the organization in a disciplinary action.

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CODE OF ETHICS of the Education Profession

ADOPTED BY THE 1975 NEA REPRESENTATIVE ASSEMBLY

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I—Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a. Exclude any student from participation in any program;
   b. Deny benefits to any student;
   c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II—Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

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TODAY'S EDUCATION

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IN THIS ISSUE

Box score for this issue: Some 20 articles (including a 12-page special feature), 15 continuing features, and (for the first time) a gate-fold cover, which carries the NEA Code of Ethics and Bill of Teacher Rights.

Add these statistics: Articles written by 32 different authors, including many classroom teachers, and continuing features prepared by 20 others. Now, to be more specific, here are some of the highlights:

- Mainstreaming is the theme of this month's special feature. Actually, our symbolic cover illustration by freelance artist Jim Fisher heralds the feature, and the editorial by NEA President John Ryor puts it in focus.

As President Ryor says in his editorial, many hail mainstreaming "as one of the greatest educational developments of the century." However, he adds that "vigilance must be the watchword of teacher associations if mainstreaming is to provide a favorable learning experience both for handicapped and regular students and if teachers are not to wind up as fall guys."

The special feature capsulizes what mainstreaming is all about and then describes mainstreaming in Massachusetts under state law. Several classroom teachers tell of their first-hand experiences in the state, and another teacher describes how MTA helped teachers get ready for the new program.

- Since the NEA is essentially an organization of classroom teachers, it is appropriate that two other features in this issue are also primarily classroom-teacher symposiums. One on the effects of class size tells of real-life experiences and reactions of teachers in Georgia; the other, on censorship, tells of problems in many parts of the country when teaching materials are banned.
- Appropriate to the nation's bicentennial, two of the biggest names in the academic community—Henry Steele Commager and R. Freeman Butts—appear again in our pages. Paraphrasing the Declaration of Independence, Dr. Commager presents an eloquent Declaration of Interdependence.

Dr. Butts outlines the history of our search for purpose in American education and discusses which of our historical purposes deserve priority in the rest of this century. He believes that "the greatest need for improvement at all levels of education for the next quarter of a century lies in the intensified search for education's role in achieving freedom, equality, and community."

Incidentally, the thoughtful statements by both Dr. Commager and Dr. Butts on educational purposes precede a document on educational premises and purposes scheduled as an insert for the September-October issue of *Today's Education*. Incorporating the thinking of many of the nation's leaders, the statement will examine previous statements of principles—including the famous seven cardinal principles—and will include proposed guidelines for education for the future. The study is a major project for the NEA bicentennial program.

- In another article in this issue, Joanne Yatvin urges teachers and others, "Let's Go Slow on Acceleration." She says, "I certainly have no quarrel with quality education—only with the mistaken notion that pushing children through subject matter at a rapid rate makes for quality education. Experience has convinced me that this kind of acceleration does not benefit either bright or average students and that it can, in fact, harm them."

The author adds that when a child is in a "learning classroom," he/she can accelerate his/her own learning in a natural way. What is a "learning classroom"? One with emphasis on foundation skills, active involvement, skills more than knowledge, flexible tasks and time periods, new experiences and opportunities and challenges, hard work (not to be confused with dull work), and teacher guidance.

- Two unusual and controversial articles on the important topic of reading instruction will undoubtedly bring in many letters of reaction.

The first article, by Elizabeth Rossing Forell, reports research that indicates there is no easy cure for reading disabilities. Mrs. Forell then pleads for greater understanding for children with severe reading disability. "Surely society owes them a right to learn. . . ."

The second article, by Martin Haberman, claims that the reading movement has gone too far and that too much of education's resources are being mistakenly devoted to reading instruction at the expense of the stated purposes of education.

Dr. Haberman concludes by saying, "Clearly, the reading movement now has the resources, the drive, and the public support to engulf the entire educational system. But like all forms of extremism, it will eventually be stopped. The question is how many will be crushed under the steamroller before it is brought to a halt."

- Behavioral objectives and management by objectives—two disguises of the ever-hot topic, accountability—are unmasked by David N. Campbell and Robert C. Snider.

Calling behavioral objectives the grand charade, Dr. Campbell says that "the real victims [of accountability] are the children who must now endure the spectacle of teachers' attempting to meet the new requirements and being forced in the process to ignore their experience, the needs of the children, and, indeed, their common sense as they organize classroom instruction into segmented fragments of information which can be easily observed and measured."

Dr. Snider says that most teachers—for good and sufficient reasons—want no part of "forced MBOing." MBO in the classroom "can mean serious trouble when teachers are held accountable for 'objectives' over which they have little or no control."

- Designed to inform the classroom teacher about significant educational developments and to help the teacher with his/her teaching, other major articles in this issue include the story of quality education and busing in Richardson, Texas, the NEA's new program for teachers on sabbatical leave, the Youth Conservation Corps, problems in urban schools, the new arts education, and teaching about energy problems.

So this issue has quantity—something for everyone. We believe it also has quality—articles of substance that will interest and help the classroom teacher, articles that will interest and help *you*!

—Wag.

nea PRESIDENTIAL ENDORSEMENT 1976

Presidential Endorsement Procedure

A procedure initiated by the NEA Representative Assembly in 1973 will lead to endorsement of a presidential candidate in 1976. That procedure is the most democratic of any major organization in the nation. NEA's 1.7 million members will make the decision on endorsement through their 10,000 elected delegates to the 1976 NEA Representative Assembly. The basic procedure is outlined below.

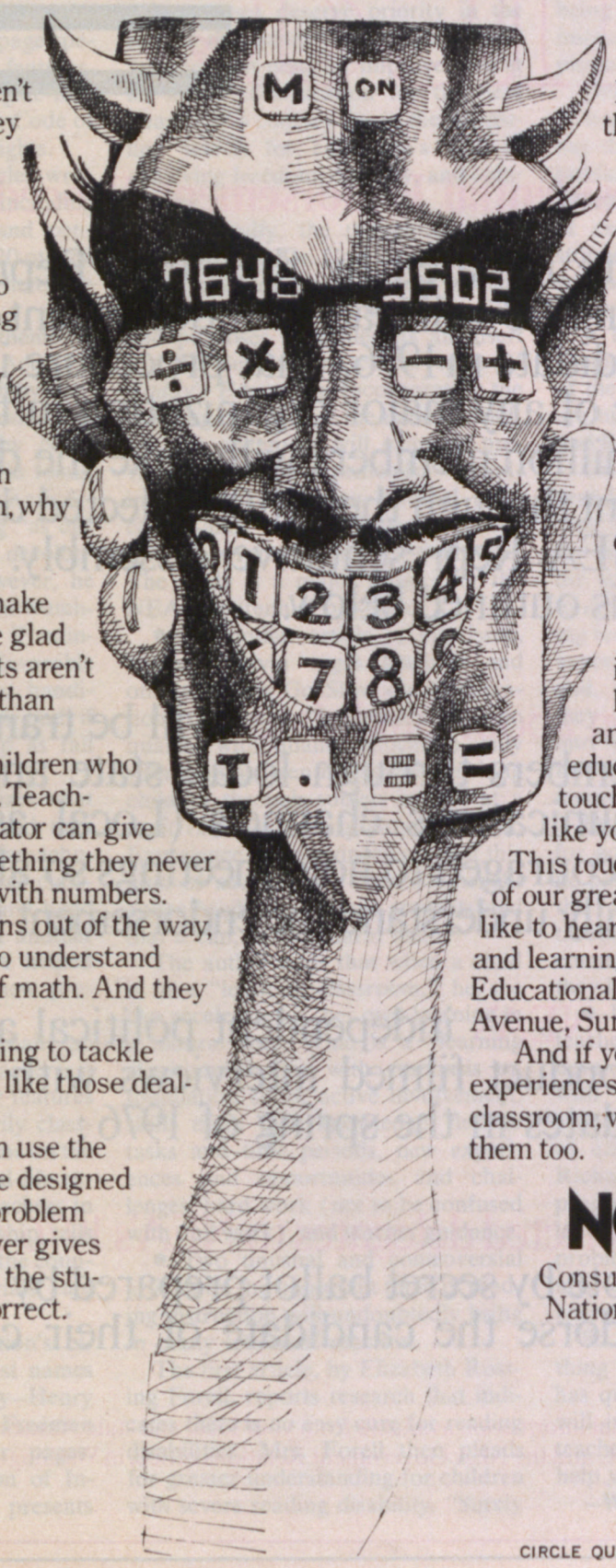
Information about candidates will be transmitted to all members through local, state and national communications channels (Local associations are encouraged to hold meetings so all members may fully understand the endorsement procedure);

NEA-PAC, NEA's independent political action arm, will conduct filmed interviews with the major candidates in the spring of 1976;

The 10,000 elected delegates to NEA's 1976 convention will vote by secret ballot prepared by NEA-PAC to endorse the candidate of their choice.

Additional information available from your local and state Associations, NEA-PAC and the NEA Government Relations office, in Washington, D.C.

"CHILDREN WILL CEASE TO APPLY THEMSELVES AND EXERCISE THEIR MEMORIES."



Those words weren't spoken yesterday. They come from Egyptian mythology.

When the god Thoth presented his discovery of writing to King Thamos, the king denounced this new discovery as an enemy of civilization.

After all, Thamos reasoned, if a child can write something down, why should he bother to learn it?

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EDITORIAL

Mainstreaming

By JOHN RYOR
President, NEA.

Vigilance must be the watchword of teacher associations if mainstreaming is to provide a favorable learning experience both for handicapped and regular students and if teachers are not to wind up as fall guys.

Placement of educable mentally, physically, and emotionally handicapped children in regular classrooms at least part-time is a promising program whose time has come with a surge. Mainstreaming has quickly entered the main current of educational policies and practices, becoming overnight a household word in education circles.

Both educator and parent groups have been influential in giving this movement its strong, rapid thrust, culminating in court decisions and state legislative and regulatory acts decreeing placement of handicapped in the "least restrictive environment" or specifying regular-class placement as preferable to special-class placement.

Many regular classroom teachers—and certainly most special education teachers—hail mainstreaming as one of the greatest educational developments of the century. It represents undiluted democracy and is as American as baseball and hot dogs. The obligation to integrate being handed to public school systems across the nation can represent a "Bill of Rights" for many of the 7 million handicapped school-age boys and girls.

The variety of advantages ascribed to mainstreaming ranges from removing the stigma associated with special classes, to providing realistic situations in school to prepare the handicapped for experiences they will eventually face when they are no longer students, to giving more children a cost-effective education.

So mainstreaming can be Good, with a capital G, if regular and special teachers are permitted to share equally with administrators in planning and implementation. Unfortunately, too often this is not the case, and herein lies the need for vigilance.

A major danger concerns class size. Class rolls have been expanding already in many schools as the result of board economy measures. Mainstreaming can swell the rosters even more.

But even holding the line is grossly insufficient. There must be reductions in class size. Many teachers, overwhelmed with paperwork and other chores, are already fatigued, frustrated, and on the brink of demoralization. Too often, their struggle to individualize instruction and build each child's self-image, self-respect, and confidence has been submerged into mere baby-sitting and attempting a semblance of discipline. And then imagine their plight—yours, perhaps—when faced abruptly and for the first time with blind children, spastics, emotionally disturbed, or other handicapped who join a class that is already too large. One state affiliate, at least, is promoting a law to give extra weight to the assignment of handicapped children in determining class size.

For effective mainstreaming, regular classroom teachers must have the strong and coordinated backing of special education teachers and support personnel. Yet in these economically perilous times, the threat that boards will fire special education teachers as they put handicapped into regular classrooms hangs like a pall. What an ironic twist it will be if, in implementing this potentially valuable movement for the handicapped, we dispose of the teachers now best prepared to help them!

If mainstreaming is to receive NEA support, it must emphasize thorough preparation of regular and special teachers for their roles. Mainstreaming is one of the most complex educational innovations ever undertaken, and for boards and administrators to plunge their schools into it without advance preparation carries great potential harm for regular and special students and for teachers as well. Without question, this basically good program, riding a wave of enthusiasm, has sometimes been pushed far too fast. Few states yet have carefully organized programs for making mainstreaming work.

There must be responsible leadership. There must be clarification of responsibilities among instructional, administrative, and support personnel. Programs of specially tailored in-service education must be developed. Among other indispensables are appropriate instructional materials, adequate pupil personnel services for teachers and handicapped, modifications in scheduling and curriculum design, and systematic evaluation and reporting of program developments.

Finally, it is pie-in-the-sky fantasy to envision effective mainstreaming without increased funds for additional teachers, auxiliary services, special supplies, and other necessities. Locally, mainstreaming reportedly threatens to bankrupt some districts that are already teetering on the brink of insolvency. Perhaps from a broader view, the answer is the same as for much other school financing: America must get its priorities lined up right. NEA's goal of one-third federal funding for education speaks eloquently to that point. □

For more on mainstreaming, see the Special Feature, pages 18-29.

LETTERS

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Cheers and Boos for Sex Education

Three cheers for John Tebbel's article ("Sex Education: Yesterday, Today, and Tomorrow," January-February). Finally a light is being turned on in the darkness.

Presently in Michigan it's against the law to instruct students on how to prevent pregnancy. The people of Michigan are the law, and the thing that burns me is that once the damage is done, parents ostracize the students involved and blame the school and teachers.

No more hypocrisy!

—Arnie Lutz, *English/art teacher, Beaverton (Michigan) High School.*

The article by John Tebbel was almost enough to cancel my membership in KEA-NEA.

I can't remember reading a more arrogant, bigoted, iconoclastic article in a magazine for educated people. The logic sounds like something out of a Ku Klux Klan journal.

In a few pages Mr. Tebbel manages to declare that—

1. The majority of parents know nothing, and their moral and religious values should not even be taken into consideration.

2. "Many," if not most, medical doctors know nothing about the "importance" of sex.

3. God did not know anything about what is good for people regarding sex.

In fact, Mr. Tebbel alludes to "specialized professionals" as the only ones who know anything about what is good for society regarding sex.

Even if Mr. Tebbel's "specialized professionals" achieved their goal of removing "repressive attitudes" concerning sex, where is the proof that the resulting society would be a better one? Is Sweden better than the United States? Studies don't seem to indicate that Swedish people are "happier" than Americans. The evidence seems to be that America was most productive when sexual lusts were most repressed.

The education profession is so far out in left field when it promotes such nonsense that it is not even in the game. The profession should abandon this quixotic promotion of sex education, which seems to be the hang-up of a few, and use its energies to teach reading and writing so that people can find out what they need to know about sex themselves.

—Rodney D. Veitschegger, *Western Kentucky University, Bowling Green.*

The Gifted and Talented

It comes as both a relief and an encouragement that the articles contained in the special feature on the gifted and talented (January-February) reflect a more truly humane attitude toward ability than has been found in the recent past. Efforts to broaden the definition of the "gifted" by including those possessing talents of many varieties, to emphasize the affective components of development, to take intelligence down from its tottering pedestal and appraise its value clearly at eye level should be loudly applauded.

—*Name Withheld upon Request.*

It seems as if it pays to be very very bad or very very good these days. In New York City, if a student assaults the teacher, he or she can go to Livingston School and be in classes of 12, or a student who is "gifted" can be in a class of eight in a special class for the gifted. God help the ones who are average.

—Jesse Beers, Jr., *New York, New York.*

No Smoking

In response to Rhoda Nichter's comments ("Letters," January-February), I would like to point out that our faculty had a vote on the issue of smoking, and as a result, we have a smoking lounge and a nonsmoking lounge. Since our faculty meetings are held in one of the classrooms, where smoking is not permitted, we have no smoking during faculty meetings.

As an active member of the Group Against Smoking Pollution and as a teacher, I think teachers have an obligation to educate our friends who smoke about how offensive it is to nonsmokers and how much real damage smoking causes by polluting the air.

Remember, nonsmokers are in the majority in the United States.

—Marge Dadian, *kindergarten teacher, McKinley Elementary School, Santa Monica (California) Unified School District.*

The Hyperkinetic Child

Thank you for presenting "Helping the Hyperkinetic Child" by Arnold Zukow (November-December). I have been concerned in the last few years about the scare articles on medication for hyperactivity that have appeared in the popular press and have been written by people who are not trained in the field of medicine or psychology. I think that these writers often have not actually observed a truly hyperkinetic child for any length of time. Perhaps they have misinterpreted *hyperactive* to mean "very active" or "rowdy."

The hyperkinetic child is unable to control his/her own actions, sometimes even though the child expends great effort to do so. This continual straining for

(Continued on page 8)

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control and constant failure to gain it is a cruel burden to place on a child.

Children who need medical intervention for hyperkinesis are wronged if they are not referred to a physician. Their rights are interfered with if others, untrained in medicine or the psychological patterns of hyperkinesis, interfere with professional recommendations for treatment.

Parents and teachers of hyperactive children need the reassurance that Dr. Zukow's article helps to give—that it is acceptable to consider help with medication when other measures are not able to achieve relief.

—Joyce H. Crawford, *school psychologist, Avondale (Arizona) Elementary School.*

Where is Dr. Zukow's concern for eliminating the cause of hyperactive and hyperkinetic behavior in children? Certainly he realizes that drugs only control the symptoms and have no effect on the physiological or psychological causes.

I would refer Dr. Zukow to a recent issue of the *Nursing Journal* that discusses the effect of food dyes in children's diet. It seems that most cases of hyperactive and hyperkinetic behavior in children can be controlled by eliminating all foods containing Red Number 2 food coloring.

—David Mulvain, *Durand, Illinois.*

Dr. Zukow replies: I do not question that there are certain children who respond to a diet without artificial flavoring, but these cases are very isolated. I will continue to keep an open mind on the possibilities of such a diet, but will await definite medical proof. It will be interesting to see what effects, if any, will result in the incidence or severity of hyperkinesis if Red Number 2 food coloring is banned.

It was exciting to see an article on hyperkinetic children in a professional publication that didn't make me angry. As the mother of a hyperkinetic 12-year-old girl and as a teacher, I feel this article "tells it like it is."

My daughter has been on Ritalin since second grade. When she has her medication during the day, she doesn't cry half the night, doesn't scream in her sleep, and doesn't scratch herself until she bleeds.

She is an honors student in the seventh grade and is now capable enough to regulate her own medication (after all, who knows best how she's reacting on a particular day), which has decreased by about half during the past year.

I am very grateful for the help the medical community has given us. I got very little help from the schools.

—*Name Withheld Upon Request.*

Schools Are Slipping

Bravo, Steven Muller! In these days of educational pomposity and double-talk, of gimmicks, gadgets, and gimcrackery, Mr. Muller's "American Education Standards Are Slipping" (November-December) is a breath of fresh air. He says what has needed saying and expresses what many of us laboring in the vineyards have wanted to say for years. We have schools without scholars, and those of us who object have been shouted down by the innovators, the faddists, the "experts" long enough.

In recent years education has thrown out the baby with the bathwater by arguing that because many traditional methods and values have been unsuccessful or unacceptable for some, they must be bad for all. The disastrous results are becoming apparent.

It's time to take a hard look at what we've done. Frankly, I don't like what I see.

—JoAnn Maehr, *Glenview Junior High School, East Moline, Illinois.*

Immorality and Copyright Legislation

In skimming a copy of the September-October issue, I notice Bernard Freitag's bizarre essay in regard to pending copyright legislation. As a free-lance illustrator, I continue to be amazed by the smug immorality that characterizes the educational establishment's approach to the rights of writers and artists.

Members of the creative community have only their output as a marketable commodity. This commodity is normally sold to a publisher, who must make a profit by the sale of subsequent reproductions. Sometimes, the creator's return is based entirely on royalties derived from the number of such reproductions sold; sometimes, the return is a flat rate paid by a publisher, which is figured in light of expected sales.

The use of unauthorized copies in the classroom is really not terribly different from breaking into the publisher's warehouse and stealing a number of copies. The result in either case is merely that the producer of the materials and the publisher are cheated of the return on their product. This is the result regardless of whether the theft is for the benefit of "people" or "profit," to employ Mr. Freitag's quaint dichotomy.

—Joe T. Staton, *West Shokan, New York.*

The Six-Year-Old and Modern Math

I read with interest the article by Ethel O'Hara on teaching math to first graders and its correlation with the developmental stages of Piaget. As a first grade teacher for the past three years, I, too, have struggled to teach those wee ones algebraic expression in which the unknown addend had to be supplied.

I came to the realization that they could not understand the concept in many cases, because they lacked the intellectual maturity to do so. Instead, I turned to the teaching of math facts as so many teachers have done in the past before the advent of modern math.

—Cathy C. McMillan, *teacher of first grade, O. P. Earle Elementary School, Landrum, South Carolina.*

Thank you, Ethel O'Hara! Your article is the first one published in an education magazine that I have agreed with wholeheartedly. I hope many mathematicians and publishers of math texts had a chance to read it and to rethink their approaches to math instruction in the early grades.

—Margo Kruse, *second grade teacher, Springport (Michigan) Elementary School.*

Guides Available for Driver Education

When the Arab oil embargo ended, the American Automobile Association realized that our energy-related economic problems were far from over. AAA officials met with President Ford in December of 1974 and offered to design and promote a voluntary gasoline conservation program. In January of last year, GAS WATCHERS was launched. GAS WATCHERS' motto, "Make five gallons of gasoline do the work of six," represents a positive, obtainable goal, which would reduce our importation of foreign oil by 1 million barrels a day. The 16-page two-color pamphlet, "The GAS WATCHERS' Guide," suggests ways for individuals to adjust fuel savings to their own requirements.

The Guide is of particular interest to teachers of driver education, who are concerned with stressing the economical operation of an automobile. Single copies are available free. For price information for quantities, contact your local AAA club offices.

—Ray H. Daley, *National Manager, GAS WATCHERS, American Automobile Association.*

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RESEARCH CLUES

By JOHN H. HOLLIFIELD
Public Information Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.

Findings like those reported here have to be assessed carefully. What works in one situation may not in another. A single study seldom settles an issue or determines "the truth" once and for all. Knowledge accumulates slowly.

But new ideas deserve our consideration and often repay it. Moreover, we may sometimes be struck as much by the audacity and ambition of a researcher as by his or her results. If a study opens up a new field of speculation for us, that may be contribution enough.

Do open schools promote affective development?

Maybe they don't increase academic achievement, say proponents of open schools, but that's because their emphasis is on other development, such as creativity or self-esteem. But this study of 50 fifth graders in an open school and 50 in a traditional school gives low grades to the open school in all areas. The open-school students were deficient in academic achievement, showed significantly higher levels of school anxiety, and showed no significant increases in creativity, self-esteem, or locus of control.

The open-school fifth graders had been in their school for two-and-a-half years, so the study seems to be showing long-range effects. The sampling procedures controlled for effects of socioeconomic status, and the tests administered were respected instruments in the field. The test for anxiety, however, may have contained some items that worked "against" the open-school students because of their school experiences.

For teachers, the achievement implications are the same as usual: It's difficult to defend open schooling if the main task is academic achievement as measured by standard academic tests. And here, one can't cite the usual hope that the school is building creativity and self-esteem. This very negative study is but one of many open-school studies, and the whole range must be considered, along with studies yet to be done, before any final verdict can be announced.

See Robert J. Wright. "The Affective and Cognitive Consequences of an Open Education Elementary School." *American Educational Research Journal* 12: 449-465; Fall 1975.

Can identifying individual student differences help open education?

This is the way to go if open education is to be a successful innovation, suggests Bernard Friedlander. Students who need a lot of structure and guidance in order to learn and develop should do fine in the traditional school. Students who thrive on independence and little direction, however, should progress well in open schools. The problem with both open and traditional education is the assumption that all students will benefit equally from the same environment.

Allowing Friedlander's point, we might look forward to the day when student personalities can be judged accurately enough to enable educators to provide them with open or traditional structure according to their needs. Meanwhile, teachers in both types of schools can recognize students who are having problems with the structure and take corrective measures. If an open-school student needs more structure, the teacher can give specific assignments and provide due dates. For the student with an "open school" personality in the traditional school, the teacher can suggest independent work and extra credit projects.

See Bernard Z. Friedlander. "Some Remarks on 'Open Education.'" *American Educational Research Journal* 12: 465-68; Fall 1975.

Does individualized instruction help low achievers?

According to this study, very much. Thirty seventh-grade students in one class, all underachieving by about two grade levels, were switched from their regular instruction into an individualized learning-station class for four months. The students made major gains in problem solving and word knowledge. Computational skills didn't increase during the four months but did show gains after the students returned to their regular classrooms.

Some reservations about the study: The results are nice, but there's no guarantee that they were due to the individualized instruction. One, the study doesn't control for teacher effects—the student gains may have been due to a highly effective teacher. Two, the gains could have been caused by a "Hawthorne" effect—that is, the students were singled out for special attention and responded accordingly.

See Georgia B. Corley and Charles W. Lewis. "The Impact of Individualized Instruction on Low Achieving Youth." *Urban Education* 10: 321-26; October 1975.

Are adolescent boys skilled in social interaction?

Not the 18 tenth-grade boys examined by this study. The boys were placed in a discussion group for eight one-hour sessions over a four week period. A group leader presented topics and encouraged discussion and exploring of opinions.

The boys had trouble with the situation, showing a great deal of anxiety and verbal ineptitude. They had difficulty making comments that were at all relevant to the preceding person's comments. Teachers should be aware that when group work in class bogs down, the boys' lack of social skills may be part of the problem.

See Barbara M. Newman. "Characteristics of Interpersonal Behavior Among Adolescent Boys." *Journal of Youth and Adolescence* 4: 145-153; No. 2, 1975.

What factors make cross-age tutoring more effective?

The location of the tutoring didn't make any difference in tutoring results (resource room vs. back of classroom), but the amount of supervision

(Continued on page 12)

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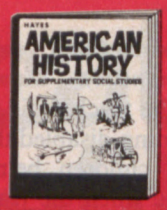

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Research Clues
(Continued)

by the teacher did, in this study of 20 learning-disabled third-grade children. The children being tutored learned more when the teacher circulated between the tutoring pairs, praised and encouraged their efforts, modeled instructional behavior, and assisted when difficulties arose during the tutoring sessions.

See William F. Mayhall and others. "Supervision and Site of Instruction as Factors in Tutorial Programs." *Exceptional Children* 42: 151-54; November 1975.

Can individualized instruction help students learn science?

Apparently, but the results are somewhat mixed, according to this review of 21 articles from science education journals and *Dissertation Abstracts*. Studies in both elementary and secondary schools were considered, and the conclusions of the review were as follows:

1. For student achievement of cognitive objectives, most studies found individualized instruction and regular group instruction to be equally effective, but a few reported superior achievement gains for the individualized instruction students.

2. For critical thinking and inquiry skill development, the two teaching approaches got essentially similar results.

3. For understanding of science and scientific enterprise, two studies out of six reported significant gains for individualized classes.

The review points out various defects of most of the studies, but the conclusion is plain: Individualized instruction is a helpful alternative to regular classroom instruction in science classes.

See George Royce and James Shank. "Scorecard for Individualized Instruction." *The Science Teacher* 42: 27-29; November 1975.

Do schools have any effect on students' level of achievement?

One of the many controversies in educational research is the basic one of whether schooling really does have an effect on student achievement or whether variations in student learning are mostly the result of factors in the home environment. This study tries to sort out school effects on achievement versus home effects on achievement, using data from three large-scale evaluations of literature, reading comprehension, and science education in 10, 15, and 19 countries respectively.

The study provides some major generalizations. First, for all three subjects, the total effect of home background is considerably greater than the direct effect of school variables. Second, the effect of the home background is especially large for reading achievement.

What does this mean to teachers? It means that, on the average, the students who have all the advantages going for them at home will achieve academically in school while those who don't, won't. It doesn't mean, however, that a good teacher can't consistently beat the average and help all students achieve more.

See James S. Coleman. "Methods and Results in the IEA Studies of Effects of School on Learning." *Review of Educational Research* 45: 335-86; Summer 1975. □

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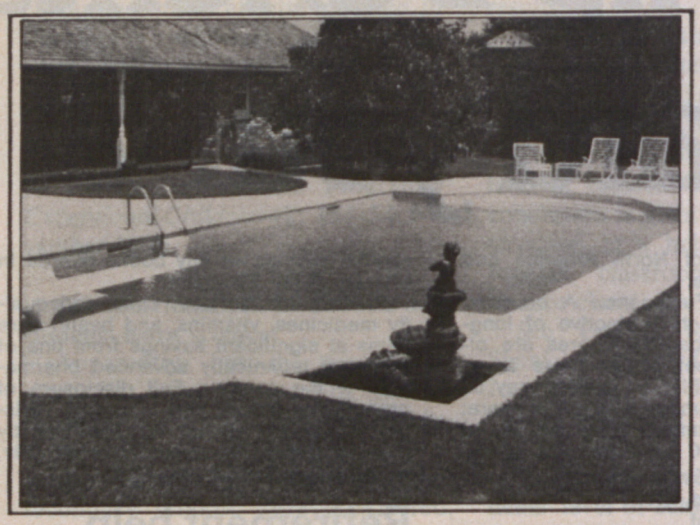

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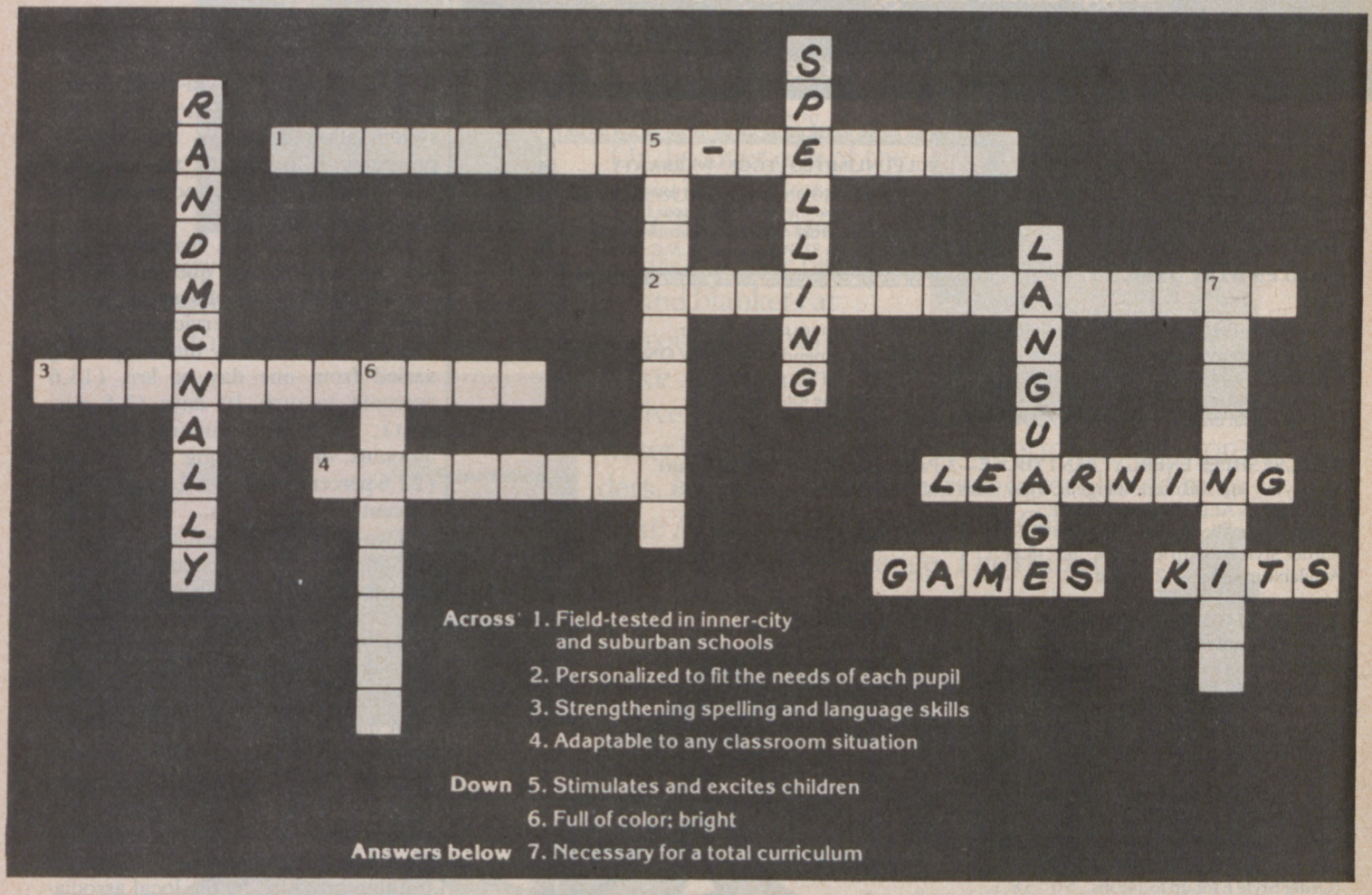
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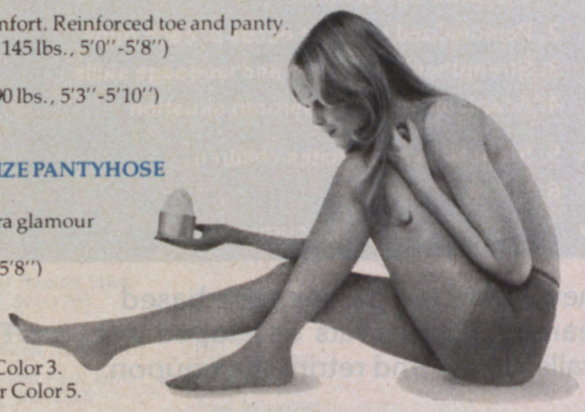

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In its 1975 nationwide poll, NEA Research asked public school teachers four questions about in-service education: the number of days the school system allowed a year, the types of programs it provided, the program the teacher preferred, and methods of self-improvement.

One-fourth of the teachers either did not answer the question or reported that the school system did not provide time for in-service education. The time indicated by those reporting varied from one day or less (13.6 percent) to over 10 days (3.5 percent); the most commonly reported amounts of time being 1½-2 days (22.6 percent) and 5½-10 days (22.1 percent).

Two-thirds of the teachers reported that their school systems provided workshops led by teachers (66.1 percent) and workshops led by people other than teachers (67.8 percent); over half (57.2 percent) reported meetings with "expert" speakers. Less than half reported in-service activities designed by teachers (45.9 percent), released time to visit other schools or school systems (41.1 percent), released time to attend association meetings (30.9 percent), in-service training provided by the local association (24.0 percent), released time for whatever type of activity the teacher chose (16.2 percent), and released time to take college courses (5.4 percent).

Given a choice of four types of planners of in-service programs, over half (56.1 percent) said they preferred programs planned by a committee of teachers; about one-fourth (24.7 percent), having each teacher plan his or her own program; one-tenth (11.0 percent), a program planned by the school system; and the remainder (8.3 percent), a program planned by the local association.

Teachers also do many things on their own time to improve their teaching. For example, nearly 9 in 10 (88.7 percent) read professional literature.

—NEA Research.

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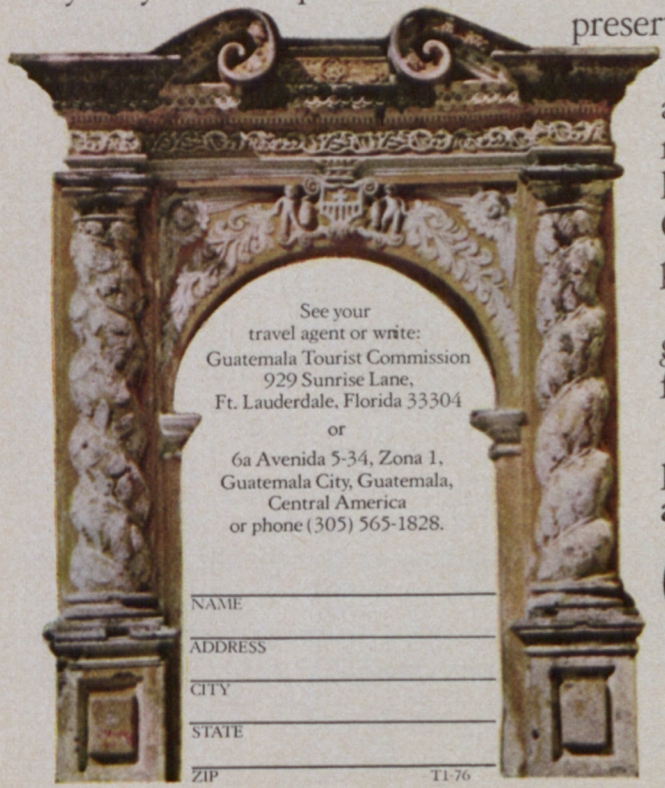

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SPECIAL FEATURE

What's It All About?

Almost 7 million school-aged Americans (12 percent of the 6-19 age group according to the U.S. Office of Education) are emotionally, physically, or mentally handicapped. Slightly more than half of them are being provided the kind of education program they need, either in special or regular schools or classes, but 45 percent (1.7 million learning disabled, 1 million emotionally disturbed, 350,000 mentally retarded or physically handicapped) are being denied special services and, in some instances, are denied even a basic education.

In recent years, court decisions and an increasing number of state laws and regulations have determined that handicapped children have the same educational rights as other children—that they are entitled to education according to their needs, at public expense, whether in special or regular classes, or both—and that schools must be changed to accommodate the handicapped. In states such as California, Massachusetts, Missouri, and Tennessee, this principle is recognized in law. In other states, Montana and New Jersey, for example, it is covered by regulations of the state board of education.

The development commonly known as mainstreaming, which has evolved from the recent court decisions and state laws and regulations, is one that could potentially affect every teacher and student. Myron Brenton, writing in the March-April 1974 issue of *Today's Education*, defined the term as follows: "In essence, mainstreaming means moving handicapped children from their segregated status in special education classes and integrating them with 'normal' children in regular classrooms."

This does not mean that all handicapped children will be "unloaded" on teachers and regular students or that special education classes will be eliminated. It does mean —or should mean—that those handicapped students who, after careful screening, are considered able to profit from learning with regular students without detriment to either group would be assigned to regular classes. For some, this might merely mean integration with other students for nonacademic work, such as physical education. For others, it might mean almost the opposite—assignment to a regular classroom plus special education as appropriate, e.g., intensive language training.

In November 1975, the Education of All Handicapped Children Act became Public Law 94-142. This law reflects a major new commitment by the federal government to help educate all handicapped children. Under it, the appropriation for the handicapped —$100 million this year—is scheduled to expand to $3.1 billion by year 1982.

The new law bases federal payments on a percentage of average per-pupil expenditures ranging from 5 percent in FY 1978 to 40 percent in FY 1982 and passes 75 percent of the money through state education agencies to local school districts.

MAINSTREAMING

State and local agencies will be entitled to payment for all students aged three to 21 receiving special education and related services. The measure requires that each state find handicapped children not now being served by the public schools and give them preference, along with the most severely handicapped, in the expenditure of federal funds. An individualized curriculum must be developed for each handicapped child in consultation with the parents, and any parent believing a child is not being properly served will be entitled to appeal to a hearing officer.

Congress set 1980 as the year when "free, appropriate, public education" must be available to all handicapped children if states and local districts want to receive funds under the program. The law requires state and local agencies to spend at least as much on handicapped children as they do on other youngsters.

Public Law 94-142 does not mandate mainstreaming, but it says that handicapped children should be educated with children who are not handicapped unless the nature or severity of the handicap is such that education in the regular classroom with the use of supplementary aids and services cannot be achieved satisfactorily.

The NEA takes an advocacy view on mainstreaming but has spelled out the circumstances under which it should occur. Its position is stated in the following resolution passed by the 1975 Representative Assembly:

The NEA will support mainstreaming handicapped students only when—

- It provides a favorable learning experience both for handicapped and for regular students.
- Regular and special teachers and administrators share equally in its planning and implementation.
- Regular and special teachers are prepared for these roles.
- Appropriate instructional materials, supportive services, and pupil personnel services are provided for the teacher and the handicapped student.
- Modifications are made in class size, scheduling, and curriculum design to accommodate the shifting demands that mainstreaming creates.
- There is a systematic evaluation and reporting of program developments.
- Adequate additional funding and resources are provided for mainstreaming and are used exclusively for that purpose.

Testifying before a congressional subcommittee, former NEA President James A. Harris recommended (a) a "teacher corps" to prepare teachers for working with the handicapped; (b) National Institute of Education studies on promising teaching practices for the educationally handicapped and wide dissemination of findings; (c) development of training programs for regular teachers; (d) state and local education agency accountability for delivering needed services; (e) safeguards for identification, evaluation, and placement of handicapped children, as well as due process procedures; and (f) a 1978 target date for provision of appropriate educational services to all handicapped children. *—NEA Instruction and Professional Development.*

Mainstreaming in Massachusetts Under Law 766

By **FREDERICK ANDELMAN**
Assistant Director of Professional Development, Massachusetts Teachers Association.

Massachusetts has a new comprehensive special education law known as Chapter 766. Passed in the summer of 1972 to take effect in September 1974, the law is similar in many ways to comprehensive special-education laws that exist in several states at this time and that will probably come into being in many more in the future.

The law consolidates all of the former separate statutes and processes with regard to special education and provides a single uniform process for identifying and evaluating special needs in children. It guarantees children with special needs an educational program responsive to those needs, with a major emphasis on mainstreaming.

The law includes parents, as well as teachers, in the process of designing individualized programs of instruction to meet childrens' special educational needs, and it establishes an elaborate review and appeal process in the event that the school and the parent disagree regarding the school's proposed programs to meet the needs of a given child.

Teachers are involved in many of the processes established by 766, and several aspects of the law are of great concern to them. Now that we are well into the second year of implementation, we have been able to identify specific problems that the law poses for teachers, and this article will examine some of them.

Chapter 766 is not only a very ambitious educational venture but it is also an extremely complex exercise in social policy. It has brought into focus a number of basic educational problems that Massachusetts faces at the present time. It also serves to highlight problems likely to be encountered in other states implementing similar educational mandates or in states seeking to bring them into being. Rather than being called a comprehensive special education act, the law might better be called a more responsive schools act, for it does nothing less than require of the schools something which most teachers have wanted for a long time: that the schools respond to the individual needs and uniqueness of every child.

A major set of concerns deals with the role of the teacher in implementing a mandate such as 766 and with how teachers feel about the increasing demands being placed upon them by the public to remedy, in a very short period of time, certain problems or defects in the system of public education which have been in existence for a very long period of time.

Generally speaking, most teachers in Massachusetts think that 766 is a good law. Their concerns relate to the unsatisfactory manner in which the law is being implemented. For example, they feel that the in-service education and training resources authorized in 766 are woefully inadequate to prepare them (especially regular education personnel) to work with youngsters with special needs.

Teachers are also concerned with the accountability factor in 766. The law stipulates that parents of a child with special needs must approve the educational program designed for the child before such a program is implemented. Once the parents approve and sign the plan, the local school committee is legally bound to its specifications and required to produce the educational outcomes specified for the child. Teachers believe that they will be held responsible for failing to produce in children certain desired educational outcomes, when in fact, it is the larger system of public education which has failed to provide adequate resources for such outcomes even to be approximated.

Teachers have been further concerned with the fact that while the law was passed in 1972, it was not until the spring of 1974 that the Massachusetts Department of Education issued regulations pertaining to the school processes required to implement the law in September of 1974. As a result, teachers spent almost two full school years uncertain as to what their responsibilities under Chapter 766 would be, unsure of how

their instructional roles and duties might be changed, not knowing what kinds of training or reeducation would be both available and/or required, and unaware of how 766, in general, would affect their local employment situation.

During this two-year period of time, of course, collective bargaining continued to proceed, which brings us to a discussion of a whole other set of problems and concerns for teachers. Since 1965 Massachusetts has had a collective bargaining law for teachers, and this has had profound consequences for the implementation of Chapter 766.

I believe it was Secretary of State Kissinger who said that the most difficult public issues to deal with are those which involve the collision of two rights, not the collision of right and wrong. This principle can be applied to the collision in Massachusetts between Chapter 766 and collective bargaining rights for teachers.

For almost a decade teachers in our state have been negotiating their wages, hours, and conditions of employment. Hundreds of local collective bargaining agreements (a number of them negotiated on a multi-year basis) have established the structure of the teachers' work day and the nature of working conditions as they pertain to instructional assignments, preparation time and responsibilities, access to professional development resources, in-service education, participation in curriculum development, and many other issues.

Aware of the fact that there was bound to be some conflict between their present collective bargaining agreements and what the requirements of the new Chapter 766 might be, teachers hoped that regulations for the new law could be promulgated sometime during the school year of 1972-1973 so that the collective bargaining required for the 1974-1975 school year could take into account the shape and scope of the new mandate. However, regulations for Chapter 766 were not promulgated until the spring of 1974, and many of the provisions of those regulations did prove to be incompatible with many local collective bargaining agreements.

For example, Chapter 766 requires that meetings to plan special-needs programs for children are to be scheduled at the convenience of the child's parents. In an industrial state like Massachusetts, where both parents usually work, this means that many such school meetings have to be held after the school day and sometimes in the evening or on weekends. The requirements of a new state mandate that certain things may have to take place after the normal work day of the teacher are incompatible with collective bargaining agreements which define the structure and nature of the teacher's work day. After two years of collective bargaining, the problem is still not resolved in many communities.

The issue of adequate staffing is another example of the conflict between mainstreaming and certain provisions in collective bargaining agreements. Adequate staffing provisions in local teacher contracts speak to two issues: first, the class size or pupil load factor; second, assignment procedures which link student needs with teacher abilities as determined by certification or some other factor. In many Massachusetts school districts, mainstreaming has produced increases in the size of regular education classes without a corresponding increase in various specialized support services necessary to assist regular classroom teachers in the mainstreaming effort.

Many of the problems connected with the implementation of 766 arise from the fact that Massachusetts is nearly broke. When Chapter 766 was passed in 1972, few if any could have predicted our state's current fiscal crisis. Today, however, there is a freeze on state jobs, many of which are jobs related in some way to the implementation, compliance, and monitoring functions called for by Chapter 766. There are also reductions in force in city and town school systems in Massachusetts which reflect the state's financial problems.

While 766 requires an increase in school spending and staffing, the state and local financial situations in which we find ourselves point to increasing scarcity of funds. This affects the implementation of 766, which is funded by local communities through a reimbursement formula from the state. (The fact that Massachusetts, like other states, is having a hard time paying its bills has made many school districts reluctant to fund those programs and services required by 766 in anticipation of reimbursement.)

In addition, it is almost impossible to get a reliable estimate on the actual costs of implementing Chapter 766 and what the impact of those costs has been on both state and local budgets. Initial estimates for first year implementation costs ranged from $25 to $150 million, although in 1972 the predicted cost was $15 to $20 million. Preliminary data released in December 1975 place first-year costs at about $61 million.

In November 1975, the Massachusetts Coalition for Special Education and the Massachusetts Advocacy Center released the findings of a statewide monitoring project designed to assess the performance of state and local education officials responsible for the implementation of 766 and to stimulate and support citizen advocacy at the community level to ensure proper implementation of the law. The report revealed the following major finding of special interest to teachers:

On the whole, Chapter 766 seems to be working pretty well for the youngsters it serves.

Chapter 766 requires significant changes in the procedures by which schools identify, evaluate, and serve children with special needs. These changes affect the structure of the classroom and the techniques of teaching. The concept of maximum integration of handicapped youngsters, for example, requires that all school personnel be involved at some point in the education of handicapped children. Formal orientation and ongoing training for all school personnel are central to the implementation of the law.

Teachers and other school personnel must be trained to identify potential special-needs students, to teach in a diverse classroom environment, and to address the individual needs of students. Training efforts accordingly must include a broad range of activities and issues and should provide all school personnel with a thorough knowledge of the provisions and requirements of the law, the identification and evaluation process, procedures utilized in their own school systems, and their own responsibilities. . . . [However] ratings for individual school systems reflect a wide disparity in the quality of training in school systems. Statewide, the training of local school personnel has been very inadequate, as is reflected by the lack of formality and continuity of the training. Only 5 percent of the school systems of the state, for example, conducted training on a sustained basis 10 months or more during the period between 1972 when the law was enacted, and May 1975 when this survey was undertaken. . . .

Another measure of staff training is its formality and comprehensiveness. This is reflected by the number of training meetings and activities during the period of time in which training was conducted. Some school systems reported more than 100 planned activities to prepare their personnel. Yet the average number of such activities reported was 21.

Recently, a Governor's Commission was organized to advise him of the current status of Chapter 766 and to make appropriate recommendations. Representatives of the Massachusetts Teachers Association on that Commission proposed that a major priority be assigned to the training and professional development activities in which teachers must engage and for which public resources must be supplied in order to successfully implement Chapter 766. The Commission has accepted that recommendation.

The emphasis on early identification of special needs in 766 means that most of the day-to-day work in schools with regard to the law is being done at the elementary school level and most of the training and staff development programs and resources supplied for teachers are designed with elementary schools in mind. Moreover, a disproportionate number of the programs and resources available to help teachers in regular education understand handicapped children in general often refer only to children with particular learning disabilities and do not extend to the full range of special needs in children.

Although many teacher preparation programs continue to emphasize the needs of the elementary school child, some of the most difficult problems of an educational, emotional, behavorial, or psychological nature arise at the secondary school level. Educators at this level justifiably feel that youngsters at the middle, junior high, or high school are being shortchanged and must be helped.

The Massachusetts Teachers Association has called for full funding and full implementation of Chapter 766. We believe that many of the problems highlighted here stem largely from inadequate and inappropriate implementation and insufficient funding. On the whole, Chapter 766 seems to be working pretty well for the youngsters it serves. It does not require the mandatory integration of special-needs youngsters in regular classrooms but rather seeks to provide regular school programs responsive to the needs of youngsters in a manner which will produce the maximum possible mainstreaming. Our main concern as a teacher association is that thousands of youngsters (many of them at the secondary level) who are entitled to services and programs under 766 are not being reached at the present time.

If one major lesson has been learned from the 766 experience in Massachusetts, it is that legislative mandates in themselves are insufficient guarantors of the services or programs which they bring into being. Mainstreaming is a good and appropriate idea, but we owe it to our students and to ourselves as professionals to see that when it is put into practice it is done right and that special-needs children are assigned to educational settings which are prepared to meet and respond to their needs. □

Teachers' Experiences in Massachusetts

As a classroom teacher, it is my responsibility to meet the educational, emotional, physical, and social needs of all the children in my first grade. Mainstreaming has increased the scope of my responsibility.

Prior to being mainstreamed, every special-needs child has been evaluated by a group of professionals who set up an educational plan with specific goals and objectives to be met in the classroom.

The special-needs children in my classroom receive as little "special" attention as possible. Once such a child enters my room, he or she becomes part of the group—participating in all the daily activities of a first grader.

The children who have been mainstreamed into my class over the past two years have had a variety of learning disabilities and emotional/behavioral difficulties. With the cooperation of support personnel, I have been able to individualize instruction or have small group work in reading and math to meet their needs. In addition, these children leave my room for certain portions of the day to have additional, intensive work with the learning disabilities teacher and/or the school counselor. In all other areas, they are able to participate along with the other children.

This year only one of the 18 children in my class has been determined to have special needs. The evaluation process on this child began prior to his placement at our school; I was not part of the evaluation team and was unaware of his area(s) of difficulty. Upon his arrival, I was told I would receive a copy of the educational plan for him as soon as it arrived at the school; until then I was to observe his behavior and integrate him into the classroom.

Within an hour after his arrival, I had to isolate the child. He completely disrupted the class by screaming, hitting his classmates, and running around the room or out the door. I called for an emergency meeting of the principal and support personnel and demanded the educational plan. At this meeting we, as a group, began to formulate a program to meet both the needs of the child and the needs of the other children in the class.

Classroom procedures were modified for this child, an isolation area was created for him to go to when his behavior was inappropriate or when he needed a more quiet atmosphere in which to work, and detailed planning was begun for his participation in reading readiness, math, group activities in language, social studies, and science. In addition, constant reevaluation and planning have been necessary to continue education for all children in the room.

The other children have reacted positively to this special-needs child. When he came, they welcomed him enthusiastically. To them, he was just a new classmate. They share with him, play with him, and learn with him. Naturally, they get angry when he hits them or takes their papers or toys, but they have adjusted beautifully to the fact that he needs extra attention and strict discipline. They have become "mini-teachers," assisting him when they can and praising him when his work is good or when he completes an assigned task. It's heart-warming to see how kind and patient the children can be.

In Woburn, classroom teachers have always worked to meet the needs of all children placed in their charge. Prior to 766, needs were met by modifying classroom curriculum and/or structure, by providing individual attention, or by other changes indicated by the needs of the children. Limited assistance was available through the services of a small supportive staff of learning disabilities teachers, psychologists, speech therapists, and remedial reading teachers.

Since 1974 and 766, the Woburn staff of support personnel has more than doubled. Woburn has also begun work in the area of in-service education. As part of an ongoing process, release-time meetings have been scheduled for the teaching staff dealing with 766. Those meetings discuss various aspects of the law and make use of materials prepared by the Massachusetts Teachers Association. In addition, Woburn has become a host community for several graduate courses given by Middlesex Community College and MTA/Lesley College (the latter is a program offered jointly by MTA and the College), giving Woburn teachers a chance to increase their knowledge and skills without the travel usually involved in graduate work.

Since teachers are an integral part of a Core Evaluation Team (CET), it is essential for them to be available for participation in a planned evaluation. Teachers, through their collective bargaining contract, must protect their right to be present at a core session

without losing other rights guaranteed in their contract.

The members of the Woburn Teachers Association have achieved this by means of the following items in their current contract:

1. No teacher will be required to give up his or her duty-free planning period, duty-free lunch period, or recess for participation in a CET, nor shall any other teacher be assigned the supervision of any additional class.

2. In the event the CET meeting is held outside the regular school day, the teacher will be consulted as to his or her availability for a CET meeting. The teacher will be paid on a pro rata basis for participation in such a CET meeting.

3. Recognizing the important responsibility of a teacher to all children under his or her care, the Association and the [School] Committee agree that teachers shall make every effort to cooperate in the difficult and crucial task of evaluating children with special needs.

—Janet A. Bellizia, *first grade teacher, Tarky Elementary School, Woburn, Massachusetts.*

My experience with mainstreaming has been principally with perceptually handicapped children. A resource room with a tutor for the most severely handicapped of such children in the town has been located at our school for three years. We had the program for two years before the Chapter 766 legislation, so we can see the effects of this kind of support over a longer period than school systems that have just begun programs. In addition, we have a consultant who advises on special needs of learning-disabled children in the classroom.

The kinds of programs we have for the special-needs children have been beneficial beyond my expectations. Children who sat in regular classrooms feeling stupid are now happier children who understand their learning problems (and themselves) better. Their uneven learning patterns continue, but the difference between their learning levels and skills and those of their classmates has been diminished. After seeing these children struggle in the classroom, it is good to see them receiving the kind of specific tutorial help they need.

The quality of the teaching in the resource room is important. Chapter 766 has established standards to insure that the people who give the special-needs help will be properly trained for the job. It cannot, however, weed out poor and ineffective special-needs teachers, who would negate the effects of any program.

Psychologically, the handicapped children are benefiting. I think they feel "special" rather than "dumb." The individual attention has made them feel at home in school, and the stigma of having problems has lessened.

For the teacher, Chapter 766 has been both a help and a hindrance.

The help has come from adequate (or nearly adequate) support personnel. Before the law was enacted, it was hard to convince the public that special teachers were needed to work with children on an individual basis. Now the classroom teacher can expect this kind of help. The standards set up for the special-needs teacher assure that the job cannot be taken by an unqualified teacher.

The hindrances include an increase in paperwork for the classroom teacher. Reports and reviews needed for the Core Evaluation Team (CET) are long and quite specific and take hours to prepare. I believe that smaller, more informal evaluations such as those we had in the past would be just as effective and not so overwhelming as the present grand productions.

In the classrooms, 766 mainstreaming can be a complicating factor. Teachers who prefer more conventional teaching will find it hard to individualize so much and so constantly. Every lesson, it seems, has to be especially adjusted for someone in the classroom. All the teacher's "extra" time will be spent with handicapped learners, adjusting tasks, reteaching, or simply acting as a recorder for the special-needs child. Another problem is dealing with the constant comings and goings and making the consequent adjustments in everyone's schedule to see that the children participate in the lessons that are suitable to them. Both traditional classrooms and open classrooms feel these strains. Chapter 766 can place special-needs children in a regular classroom, but it does not equip the particular teacher in charge with the skills he or she needs to work effectively with them.

Of necessity, the amount of time spent on the average child is going to diminish with special-needs children in the classroom. Classroom pace, work loads, and projects will be tailored to the special-needs child. What he or she can or can't do will affect the pace of the class. There may also be more discipline problems, which means the teacher has even less time to spend with the average child.

All students have "special needs" of one kind or another.

Teachers who can work effectively with special-needs children will probably have more of them and be overburdened as a consequence. Although the law asks for equal distribution of these children, principals and guidance personnel will be looking for the best placement for the child. Certain teachers are always going to get the severe cases because such placement will result in less tension and better functioning all around. However, this may result in overloading a class with special-needs children, which defeats the purpose of mainstreaming.

Teachers may find that the compensations of this type of teaching outweigh these detriments. The work will be challenging without a doubt. When the special-needs children learn, they are appreciative and grateful in ways that can reward the teacher for the extra effort expended.

The average children in the classroom are also involved in mainstreaming. On the positive side, they learn to tolerate and accept all types of people. This is a part of the law's purpose.

Average children are being asked to share some of their educational benefits with handicapped children. However, I think the average children are not only being asked to share, but that in some instances they are put in the position of being the last to be considered. Classes are being centered around the handicapped. "Good" children are the ones who will put up with this and make as little friction for the teacher as possible. They are asked to give up time and preferences to the handicapped child.

I asked my pupils to write anonymously what they felt about having a few children in the class go to special lessons. Most of the class said that special lessons were good and necessary, but the average children expressed resentment at having their lessons oriented around the special-needs children. Their biggest criticism dealt with the fact that they do not share in the candy, toys, and games that the special-needs children receive as part of a behavior modification program.

They also said that they want to use the special equipment such as recorders and film loops which are often reserved for the special-needs children.

—Nancy H. Joslin, *fifth grade teacher, F. A. Merriam School, Acton, Massachusetts.*

In our school at least, mainstreaming is working more efficiently than anyone dared to expect. It has had the effect of helping special-needs children become more comfortably familiar, more acceptably different, and more frequently included. They pass in the corridors independently. They communicate with other children in class, at lunch, in gym, before and after school. They have a chance to interact socially with all types of children.

Resource teachers, who were formerly pretty much segregated with their students, have also received a social strata promotion. We enjoy being more a part of the building staff and are involved in a cooperative effort with the other professionals to educate handicapped children.

With mainstreaming, the resource teacher and the regular curriculum teacher have interlocking responsibilities. Communication between them is essential. Classroom teachers have to know what goes on in the resource room in order to appreciate and understand the progress being made. For their part, resource teachers must have a knowledge of regular classroom curriculum and current objectives in order to supplement instruction and/or remediate students' disabilities.

Finding the proper time for this communication is a major problem of a resource program. The resource teacher may set aside a special period of his or her day for this purpose. However, it is impossible to set a time that will be convenient for the various classroom teachers at various grade levels whose pupils come to the resource room for help. Therefore, much communication has to take place informally on a when-can basis.

Scheduling is another major problem. The resource room deals with multi-aged, cross-graded, heterogeneous groups of students who need various kinds of help. The schedule of the regular classrooms dictates to some extent the grouping in the resource room. An individualized, diagnostic, prescriptive approach to instruction is essential in the resource room. This requires additional personnel, including aides, student teachers, student interns, tutors, or volunteers in order to provide a flexibility in scheduling that will meet the demands of a wide variety of learning-disabled students.

—Leonard C. McGrath, *resource teacher and former special-class teacher, Peabody School, Cambridge, Massachusetts.*

It seems to me that the best way for a regular classroom teacher like myself to approach the concept of

mainstreaming is to become sensitive to the fact that *all* students have "special needs" of one kind or another. Whatever pitfalls may be inherent in Chapter 766, the law will be a good one if it causes educators to discard the "Procrustean" approach to education whereby students are forced to "fit into" a system created by teachers, parents, and administrators. Now, at least, the system must change in order to accommodate various student needs.

If we teachers can see mainstreaming as simply another kind of individualization, we may approach it with less trepidation. We will find that most kids who are mainstreamed do just as well if not better than they would have done otherwise, especially if the right kinds of support personnel are available.

The fact is that special-needs students are already in our classes. At least now we have the right (not to mention the professional responsibility) to ask that a Core Evaluation Team (CET) be convened whenever we feel this to be necessary. We also have the right to obtain extra services and additional training if the team so recommends.

We tend to lose sight of the fact that many special-needs students, even some with rather severe perceptual or memory problems, are highly motivated and even gifted. If some accommodations are necessary for such students, we should be sure that they are unobtrusive. (For example, if I am repeating directions for Mary, who has a memory problem, I ought to make sure that the rest of the class is not aware that I am doing it for her benefit.)

We need to remember that special students have probably already been stigmatized during their years in the school system. Especially at the high school level, where students are on the verge of adulthood, the most important strategy a teacher can use in dealing with special-needs pupils is to appear to be treating them like any other student. All students should benefit from individualization, whether it takes the form of special assignments, one-to-one tutoring, or an open-classroom environment.

We cannot presume, however, that individualization will be effective unless we provide a clear structure and sequence for each student's learning.

To me, mainstreaming is not even an issue. Who wants to deprive special-needs students of the option of attending regular classes when it is clearly to their advantage to do so? It would be shortsighted in the extreme to disregard the potentialities of mainstreaming. Indeed, do we really have a choice?

—John Manopoli, *English teacher, Acton-Boxborough Regional High School, Acton, Massachusetts.*

A primary purpose of mainstreaming learning-disabled students is to prepare them to meet the contingencies of life with adequacy and a feeling of dignity. Among the learning-disabled student population, there is the broadest possible range of abilities and disabilities. As these youngsters go through life, they must learn to integrate with society and develop acceptable levels of performance commensurate with their abilities. They are going to meet stumbling blocks, and they must develop ways to cope with these difficulties.

Because high school is likely to be the last chance for many learning-disabled students to operate in a formal learning situation with their peers, it is extremely important that secondary schools have a program structured to provide opportunities for them to function effectively in the mainstream of education. The Learning Center in Acton-Boxborough Regional High School, where I work, provides such a program.

The goal of those of us who work in the Center is to be helpful to teachers in working with the learning-disabled and to assist the students themselves in their independent efforts to meet the requirements of the classroom.

More than 50 students attend the Learning Center on a regular basis. Many kinds of assistance are available to students, who attend this voluntary program during their unassigned periods. For example, specific tutoring may take place to review in-class material or to help students understand and complete homework assignments. To complement their work in a regular class, students may view a film, listen to taped books, and dictate completed assignments or tape them directly for credit. Art materials are available for use in preparing alternative assignments or reports for extra credit.

Those of us who work with students at the Learning Center sometimes help subject-matter teachers structure alternative approaches to exams and assignments. Many teachers allow us to give students oral tests or to read the test questions to them. With the consent of the classroom teachers, we develop modified assignments for students who are unable to meet the regular curriculum standards. These assignments follow the curriculum, but on a simplified level.

As an expansion of the Learning Center program, we sometimes work in the regular classroom with whoever may need help. The benefits of this practice are manifold. Special-needs students see us working with others and realize that they are not the only ones who need assistance. Classroom teachers see us as people interested in making their courses work for all students. For our part, we are able to observe special-needs students operating in a classroom situation.

With the enthusiastic support of the faculty and administration at our school, the special-needs student is definitely meeting success in the classroom. On occasion, however, teachers raise questions about the

Learning Center which we must answer. Some question whether a student should be able to dictate and then have a report typed for him or her because this does not represent "the real world."

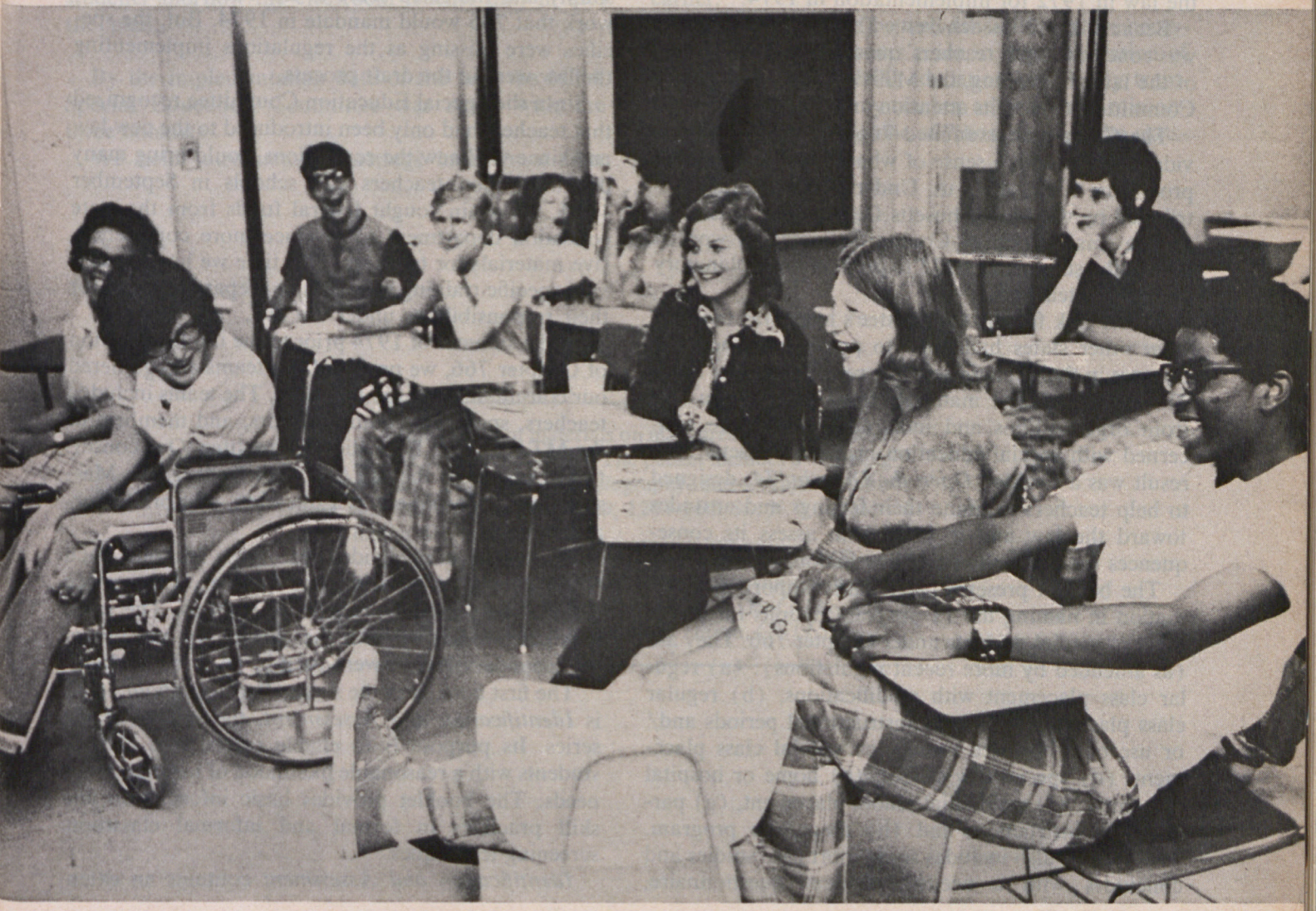
The rationale of the Learning Center approach is that a youngster should be rewarded for what he or she knows rather than punished because of his or her inadequate fine-motor skills or spelling deficits. (One very bright student in the program will write only four- and five-letter words so as to decrease his spelling errors, and more of his effort goes toward thinking of the words than the subject matter. Yet when this same student dictates a report he displays creativity and a highly developed level of understanding as he soars in the realm of ideas, a world otherwise locked for him.)

Others have questioned whether using learning aids for one group is fair to those who are working to meet curriculum standards without assistance. Our feeling about this is that just as it is clear that a student who is physically handicapped should not receive a grade of "F" in gym, so too a student with auditory/visual memory deficits should not receive a failing grade in math just because the multiplication tables are not at his or her fingertips.

Although these questions and objections are understandable, they do not diminish the fact that all these special-needs students are sensitive maturing individuals who deserve the best we can give in the way of an education. Some of them will achieve unaided, but a supportive program is essential for others in order for them to realize their potential and take their place in society as responsible citizens.

—Nancy T. Farrar, *learning disabilities specialist, Acton-Boxborough Regional High School, Acton, Massachusetts.*

The goal of mainstreaming is to provide a favorable learning environment for both handicapped and regular students.



How MTA Helped Teachers Get Ready

By NADINE R. YATES
Speech and Language Specialist,
Acton-Boxborough Regional Schools;
Chairperson, Special Education Committee,
Massachusetts Teachers Association.

"A new law?" "For special education?" "What will it mean?" "Will I get a retarded child in my classroom?" "What about the other kids?"

These were among the first questions teachers raised about Chapter 766. We had time to think about our reactions, though, because the Legislature passed the law in 1972 for implementation in 1974.

Because the Massachusetts Teachers Association was concerned with teachers' questions and the effects of the law on teaching, the MTA's Special Education Committee focused its attention on Chapter 766.

The Committee examined 766 and sought to provide teachers with a sense of what it said and how its provisions might affect us. Under a federal grant distributed by the Massachusetts Department of Education, a small group of Committee members worked during the summer of 1973 to prepare an explanatory booklet for teachers.

A first task for the Committee's team was to study what other states had done to prepare teachers for changes in their classrooms as a result of similar laws. The team gathered materials from other states and from organizations and individuals who were concerned with special education in Massachusetts. The result was a booklet, *Open the Door in '74,* designed to help teachers examine their feelings and attitudes toward the law and to help them assess its consequences for curriculum and instruction.

The booklet presents particularly important information in naming the 11 program options for placement of special students under Chapter 766. They are (as amended by more recent regulations): (a) regular class placement with modifications, (b) regular class placement with extrainstructional periods and/or use of a resource room, (c) special class placement, (d) special day school, (e) home or hospital placement, (f) residential school placement, (g) parent-child instruction, and (h) diagnostic program. The booklet also includes some short case studies and concludes with a needs-assessment questionnaire, which enables teachers to rate themselves and their school systems on this issue.

Open the Door in '74 became known across the state as the "blue book" because of its blue cover. It was the first publication addressed to teachers that clearly stated what 766 was and how it might affect learning and teaching.

The Special Education Committee held meetings for teachers to introduce them to the booklet, and thousands were distributed to teachers in workshops, conferences, and meetings.

Now teachers had something that defined the law simply and indicated some of the concepts of teamwork that 766 would mandate in 1974. But, the specifics were missing as the regulations implementing the law were in the draft process.

Since the Special Education Committee recognized that teachers had only been introduced to the new law and since we knew the regulations would bring many demands upon teachers and schools in September 1974, we again sought federal funds from the state education department to produce more comprehensive materials for teachers. This time we had in mind very specific training materials to prepare teachers for their responsibilities under the law.

In the summer of 1974 prior to the implementation of Chapter 766, we prepared our teams and gathered our consultants and went to work. The teams included teachers, specialists, administrators, and members of the MTA Special Education Committee. Our consultants came from the MTA, Lesley College, the Massachusetts Department of Education, and private organizations.

The teams were divided into three sections, each of which was to produce one booklet of in-service materials designed for use in workshops. The same four case studies—two at the elementary and two at the secondary level—were used in all three booklets.

The first booklet in the series, *Puzzled About 766?,* is *Identification and Assessment,* the primer of the series. Its purpose is to enable teachers to identify students with a reasonable likelihood of having special needs. The booklet provides basic information and skill practices in formal and informal classroom screening techniques.

Identification and Assessment contains an exten-

sive set of guidelines for teachers to use in their observations, guidelines which focus on these areas: attitudinal and behavioral adjustment, motor development, communication skills, reading, and numerical ability.

The second booklet in the series, *Evaluation and Planning,* provides the format for decision making about a special-needs child. It introduces teachers to the procedures and personnel required by the 766 regulations and emphasizes the teacher's role in planning how to help a child with special needs overcome his or her learning problem—a process that could involve specialists such as speech and language specialists, resource room teachers, physical therapists, and occupational therapists.

The third booklet, *Mainstreaming,* tries to "put it all together" for the series. Focusing on the teacher's role in a "helping" process, the booklet identifies possible teacher fears or doubts about mainstreaming and emphasizes the team approach as a means to a solution to these concerns. It also gives information on the types of programs schools can provide for special students and how the classroom teacher may fit into the plan.

By the implementation date of the law, the MTA Special Education Committee was ready with the three booklets.

We held introductory meetings in each of four regional areas around the state. Initial demand for the series of booklets was nearly overwhelming, and it barely diminished all year. Everyone in the schools—teachers, specialists, administrators—needed training materials.

MTA and the Committee responded to teacher needs by assisting local associations with teacher training. We went into locals to hold workshops, minicourses, conferences—whatever locals requested. Sometimes, the locals developed their own training programs and used our materials and us, as consultants.

We became known as the "766 people," and our booklets were popular reading materials. They served as texts in graduate credit courses, including the MTA/Lesley College program for graduate teacher education. Student NEA groups discovered the series was good training for them in their teacher preparation.

The primary problem with our in-service effort was that it was taking place at the same time as implementation of the law. We all felt implementation would have been easier for teachers if they had been trained earlier.

Other states would be well-advised to insure necessary training for teachers prior to implementation of a comprehensive special education law. Early training would relieve many teacher anxieties and misconceptions about having one of "those kids" in the classroom. □

A free packet of materials on mainstreaming is available as long as the supply lasts. The packet includes a "Briefing Memo," an annotated bibliography, and a reprint of this feature. Write to NEA-IPD, 1201 16th St., N.W., Washington, DC 20036.

Mainstreaming the Educable Mentally Retarded (Stock No. 1800-1-OF), an NEA report on this subject, is also available at $2 a copy from NEA Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516.

Let's Go Slow on Acceleration

says **JOANNE YATVIN**
Principal, Crestwood School, Madison, Wisconsin.

As an elementary school principal, the most frequent requests I get concern academic acceleration. Typically, such requests come from parents of our youngest children, who feel that formal reading and math instruction should begin in kindergarten or that a child who can read should skip kindergarten or that something is wrong when their first grader can't read a book of fairy tales by midyear.

Parents are not the only ones who want acceleration, however. Many teachers and principals, harassed by anxious parents and wanting to look good to the public, have succumbed to the pressure and are now pushing children into advanced work and esoteric subject matter. Their strategies range from trying to cover as many textbooks in a year as possible to directing a group of eight-year-olds in a Shakespearean play.

Upon reflection, it is not difficult to discover the causes of this most recent trend toward academic acceleration. One is our American obsession with competition; we are not satisfied unless our own children excel everyone else's in sports, creativity, and academics.

Another is the current economic recession, which has produced a deep and pervasive fear for our children's future. If our children are not among the best academically, we wonder, how can they get into prestigious colleges or have a chance at the dwindling number of good jobs? Still another is the well-publicized results of various standardized tests, which imply that many children are not learning as much as they should in school.

These three factors have aroused in parents a fierce determination to secure a quality education for their children, which, in turn, has given rise to acceleration programs in many schools.

Meeting the fears and desires that spring from the first two factors is clearly beyond the capability of any school. But providing the quality education parents want is and always has been the primary goal of educators and educational institutions. I certainly have no quarrel with it—only with the mistaken notion that pushing children through subject matter at a rapid rate makes for quality education. Experience has convinced me that this kind of acceleration does not benefit either bright or average students and that it can, in fact, harm them.

Let's begin with the harm. What critics of acceleration have stressed in the past is the possible social maladjustment that can result from skipping children or making them into academic grinds. Although this sometimes occurs, I have not found it a common or lasting problem, since most healthy kids learn to cope.

More serious and widespread, in my opinion—though less obvious—are the attitudes, fears, and self-images that can develop in children who are pushed. They may come to doubt their own worth or their parents' love. They may learn to value only success and successful

people. They may feel guilty about wanting to play, to make noise, to act silly—guilty about being children.

Added to the possibility of psychological damage, moreover, is the danger of intellectual damage. Before academic skills can be learned, all children need a strong background of foundation skills. Unless they have (and continue to have throughout their school careers) considerable experience in moving within their environment, manipulating objects, observing phenomena, communicating with people, and formulating concepts about the world, they cannot learn to read, write, or perform various mathematical functions.

They may be able to perform some of the mechanical operations required, but they will have no true understanding and no base of intellectual power upon which to develop further competence. For this reason, children who are pushed into a concentrated program of book and pencil-and-paper tasks before they have a preacademic skill foundation are prone to develop learning disabilities in one or more academic areas.

Even if great care were taken to protect children from psychological and mental damage, however, the lack of any real benefits from acceleration makes it hardly worthwhile. Ample evidence exists to indicate that children who have been accelerated do not do any better in the long run than those who have not.

Several reading studies, for example, show that children who are given formal instruction early are frequently surpassed later on by children who start at a later age. In another vein, my impression is that most of the FLES (Foreign Language in the Elementary School) programs, so popular in this country a few years ago, have been terminated. Apparently, students who participated did not do any better in high school than those who began a foreign language in the ninth grade.

Children fail to benefit from typical classroom acceleration because it violates basic learning principles.

In the first place, acceleration focuses on information, not skills, although we know that information quickly becomes obsolete, that it has only limited usefulness in subsequent learning, and that most of it is soon forgotten.

Secondly, increasing the rate of instruction to cover more material each year forces children beyond the point of effective learning. Several research studies have shown that when new material is introduced too rapidly, lumped together for quick teaching, or inadequately practiced, both assimilation and retention decrease. When the emphasis in a classroom is on covering material rather than really learning it, as it is when acceleration is the goal, little attention is given to finding a rate of instruction that suits children.

A too rapid rate increases the likelihood of superficiality. If material is to be covered quickly, the easiest approach is to give everything a once-over-lightly. Letting children explore ideas takes more time than can be spared and does not produce results that will raise scores on achievement tests.

Also tied to increased rate is decreased opportunity for practice. This is unfortunate because skills deteriorate if they are not used regularly, and much of what may superficially appear to be time wasting in some classrooms or on a playground is really necessary maintenance and new applications of learned skills. Such practice activities are indeed more time-consuming than the introduce-drill-test-move-on procedure typical of acceleration programs, but they are a vital part of learning that cannot be eliminated without adverse consequences.

In addition, an acceleration program often introduces skills without regard to whether children are physically and emotionally ready for them. Certainly, five-year-olds can be taught to play chess, but, given a choice, wouldn't most of them prefer more social and physically active games? Skills that are not in tune with a child's development at a particular age are not likely to be practiced in free time and, thus, will fall into disuse.

The concept of readiness is a key issue in a more complicated way also. As Piaget's learning studies have shown, children move through stages of intellectual development, dependent on physiological growth, experience, social interaction, and previously developed mental structures.

Of course, there are individual differences, but by and large all children in a society go through the same stages in the same order at approximately the same age. Teaching that ignores these stages results only in superficial and temporary learning. For example, you can tell kindergarten children to color the sky down to the ground in their pictures, and they will do it if they remember to, but it is not until much later that they come to understand that the blue sky above them and the invisible air around them are one and the same.

Another of Piaget's conclusions sheds further light on the weaknesses of the acceleration concept. Piaget believes that children must be actively involved in order to learn: They assimilate new data through physical and logical operations on phenomena and then reorganize their own mental structures to accommodate them. Because, again, this learning process is time-consuming, it has not found favor with advocates of acceleration. It is far quicker and easier to emphasize rote memorization of facts and acceptance of authoritative opinions than it is to encourage children to think. →

From a condemnation of acceleration, I return now to a consideration of our original goal: All children should receive a quality education. And on that basis, I must also condemn much of what might be termed "standard educational practice" along with the various manifestations of the "back to the basics" movement.

The perceptive reader has no doubt realized early in the foregoing discussion that much of what is wrong with acceleration is also wrong with education in general and that the ordinary classroom can wreak its own forms of psychological and mental havoc on children.

It is not necessary, I think, to belabor the often-made points about boredom and destruction of motivation in classrooms where all children must learn the same thing at the same time or to demonstrate that accumulation of information, superficiality, and passive reception of material are fairly typical characteristics of regular and "basics" educational programs.

It should be emphasized, however, that in such programs Piaget's theories of intellectual development are as often ignored as they are in acceleration programs because teaching proceeds in a pattern and at a rate that takes no account of needs or readiness. Moreover, while there may be lots of practice of the busywork variety, insistence on quiet and order in the classroom precludes children's active involvement with learning tasks.

Despite the distressing pictures I have painted, many classrooms exist that foster real learning. For average children, they provide a foundation of skills and understandings sufficient to meet the demands of future schooling and the outside world. For bright and creative children, they provide in addition, a chance to explore new fields and to move ahead at a rate compatible with their development. Those parents and educators who are seriously determined to improve education should learn to identify such classrooms and exert their influence to help them proliferate.

How does one identify "learning classrooms"? Because they come in all shapes and sizes with widely varying amounts of equipment, noise, and clutter, it takes some time to perceive what is really going on. Essentially, a "learning classroom" is not a "teaching classroom." What children need are not instructions, explanations, lectures, and demonstrations, but opportunities to learn. Learning flourishes when classrooms have the following characteristics:

1. Foundation skills. For considerable time before the 3 R's are introduced, classroom activities focus on physical movement and control, auditory and visual reception and memory, oral expression of ideas, logical reasoning, and social interactions. Though less central in the curriculum in later school years, these kinds of activities continue throughout the education process.

2. Active involvement. Children are continually expected to manipulate, observe, experiment, make guesses, discuss, argue, explain, change their minds, and produce their own creations. Workbooks and drill materials that encourage children to fill in blanks and repeat what they've read without thinking are conspicuously absent.

3. Skills more than knowledge. Most lessons are aimed at enabling children to do things. Information is valued primarily as an aid to doing. Reinforcement activities allow children to practice, extend, and apply skills to new situations.

4. Flexible tasks and time periods. Children frequently have choices of what to do and when to do it. When there is group work, tasks are differentiated to suit individuals, and when a single assignment is given to the whole class, there is considerable latitude in the way it can be done. Although there are deadlines for some assignments, others may go on indefinitely. At times, a child may decide not to finish a task that he or she has started.

5. New experiences, opportunities, and challenges. Remembering that a classroom is a closed and somewhat static environment, the teacher tries to keep it stimulating by introducing new materials, areas of interest, decorations, groupings of children, and types of tasks. He or she also takes children out of the classroom often. The changes are not random—though they are partly dictated by the children's and teacher's feelings—but are organized to broaden experience and increase challenge.

6. Hard work (not to be confused with a large quantity of dull work). Most of the assignments demand thought and sustained effort. Careful workmanship and thoroughness are valued; so is a noble failure. Because drills, exercises, and tests do not provide any real reason for children to work hard, most assignments ask children to produce things that are real, important, and useful to them.

7. Teacher guidance. The teacher knows what each child has done and can do and is sensitive to the child's learning rate and feelings about learning and about himself or herself. The teacher suggests, guides, encourages, criticizes, and allows children to make mistakes. He or she is tolerant of occasional failures, false starts, and time wasting, but in the long run expects excellence from every child.

When a classroom has all these things—or even most of them—children can accelerate their own learning in a natural way. Guided by a wise and perceptive teacher, they can start down the road to the quality education we have, until now, only dreamed of. □

LIGHT TOUCH

Retirement Speech

By STEVE BRODY
English Teacher, Eastchester (New York) Senior High School.

"Mr. Bartlett, my dear colleagues, and distinguished guests, thank you all for coming. Mr. Louis Gratch, the president of the Board of Education, is unable to be here with us today, but he sent along this heart-warming little message, which I should like to read to you. 'Dear Charlie,' he writes. 'The community owes you a deep debt of gratitude for your 35 years of service here in the District, and we all wish you a long and happy retirement. The name Charles Finsterwald has always been synonymous with quality education, and your departure will be a tremendous loss to the English Department and to the school. I regret that because of a previous commitment I am unable to attend your retirement luncheon, but I am sending along my nephew Al to represent the Board of Education.'

"When Lionel Fedotin, the chairman of the Retirement Committee, approached me and asked whether I'd mind if my retirement luncheon were held in the Home Ec room, since the Ski Club was using the cafeteria to show a first-aid film, I said of course not, that it would afford me the greatest of pleasure to tender my swan song here in the very same room where I was so often rescued by Miss Wartluft when one of my collar buttons popped and where I was privileged to store my yogurt in the refrigerator for so many years . . . er, not the same yogurt, you understand.

"And speaking of Miss Wartluft, I want to thank her for presenting me with this monogrammed potholder on behalf of the Home Ec Department. The inscription here reads: 'May this always bring you warm feelings for us here in Home Ec.' Beautiful, absolutely beautiful.

"I also wish to express my heartfelt thanks to Coach Bill Unfanger and the Phys Ed Department for giving me this handsome stopwatch. It really is a . . . what was that, Coach? You say it isn't a stopwatch? Well, in that case, I'll ship it right off to the manu . . . I beg your pardon? It's out of warranty? Why, yes, come to think of it, I *do* know a reliable watch repairman, and you can bet your sweet life I'll have it ticking like new before long.

"And here, ah, here is a clever little offering from Miss Richards on behalf of the Business Department. It's a Hawaiian lei fashioned from paper clips chained together and decorated with colored typewriter ribbons. Now isn't that ingenious? And here's the inscription: 'Aloha Oe . . . may we meet again.' I hope you folks will excuse me for getting all choked up, but I'm an old sentimentalist at heart.

"And here's a thoughtful little memento from Bob Riga and the Science Department. It's a test tube filled with sand, and pasted to the glass is this touching inscription: 'May each grain of sand represent a year of your retirement.' You people certainly know how to tug at a fellow's heartstrings.

"And here's a bookend given to me by Dom Summa on behalf of the Industrial Arts Department. There's a note here which I'll read: 'Dear Charlie. I'm sorry about the single bookend, but we ran out of cedar at the last minute. There'll be a new shipment in the fall, so if you drop around then, I'm sure I'll have the matching end for you.'

"The gift that I shall cherish most dearly, though, is the one presented me by my own English Department—this leather-bound yearbook which, as you all know, was dedicated to me this year.

"Here is the dedication picture, and this is me with the circle around my head to make me stand out from the rest of the Department.

"I'd like to read the dedication beneath the picture: 'To Charles Funsterwild'—they've misspelled my name, but we can forgive that. You know how the printers botch things up—'who is retiring after 35 years of loyal service, we tenderly dedicate this yearbook.'

"Before I close, I would like to thank Mr. Bartlett for graciously relieving me of my duties as cap and gown coordinator for the graduation exercises so that Mrs. Finsterwald and I can beat the weekend traffic to Montauk and my three lobster pots, which I so eagerly look forward to tending in my leisure years ahead.

"It will seem sort of strange not being at the graduation ceremonies this year. I've participated in every graduation exercise for the past 35 years, serving as cap and gown coordinator for the last 20, which may not seem important to some people, but you and I know the necessity of getting those caps and gowns on the graduates straight, so if I shed a tear or two while I'm out there on the Sound tending my lobster pots and thinking of the graduation ceremony going on without me, I'm sure Mrs. Finsterwald will understand.

"And so, as I gradually drift off into the sunset of retirement, I want to leave you folks with one parting thought—Old English teachers never die; they just parse away." □

No Easy Cure for Reading Disabilities

This article and the following one present viewpoints that run counter to widely held assumptions about the teaching of reading.

In this article, Elizabeth Rossing Forell discusses the results of a recent study which suggests that, contrary to popular belief, a severe reading disability usually cannot be remedied in a few weeks, months, or even years of tutoring; indeed, that it is likely to stay with a student throughout his or her school career.

In the following article, Martin Haberman vigorously disagrees with the current premise which holds that the more formal reading instruction provided, the better. He believes that emphasis on reading has become over-emphasis and that this has resulted in other developments which threaten to engulf the entire educational system.

The editors invite reactions, pro or con, to these provocative articles.

By ELIZABETH ROSSING FORELL
Instructor, College of Education, and Supervisor of Student Teachers, Children's Reading Clinic, University of Iowa, Iowa City.

In a recent issue of a popular magazine for teachers, a certain reading teacher tells of her outstanding successes with disabled readers. There was the 15-year-old boy, a nonreader at the beginning of the year, who read at fourth grade level after a year of semiweekly tutoring. There was the belligerent teenage girl who became editor of the school newspaper the year after she was rescued from her hostility toward phonics. Then there was the little second grade boy whose difficulties vanished soon after the author discovered his visual focusing problem and obtained proper professional help for him.

Asked what she does to achieve such outstanding results, this teacher modestly disclaims any magic methods and attributes her success to hard work and know-how.

Certainly no one would begrudge the teacher her successes, nor the children their remarkable improvement. But it does seem to me that reporting three success stories and no failures in the field of remedial reading—not even one run-of-the-mill, slow-but-steady-growth story—gives a false idea of the prognosis for children with reading disability. A junior high social studies teacher who sees the reading teacher's article is likely to think, "Hm . . . why isn't *our* reading lab getting results like these? I wish *we* could get a really good reading teacher."

The implication that spectacular progress is to be expected from "really good" teaching puts unfair pressure on reading clinicians and on the children they teach. Years of experience, in both the public school setting and in the tutorial clinic setting, have taught me that severe reading disability is an extremely difficult, persistent problem.

Really good teaching *can* bring about steady growth in reading skills—perhaps even occasional spurts of growth. But rarely does a child make more than a year's progress in a year. Teachers find this hard to accept; they seem to need to go on believing that every child with normal intelligence can be "brought up to grade level" in reading. Given this assumption, they readily conclude that the child who is making very little progress is either not really trying or lacks a competent teacher.

In order to determine the prognosis for children with severe reading disability, we must look at a number of such children and follow their progress in reading through their school careers. Are these children likely to "recover" and become average readers?

A colleague at the University of Iowa Children's Reading Clinic and I recently reported on a follow-up of the academic careers of 43 children referred for reading evaluation between 1963 and 1965 (Muehl, S., and Forell, E. R. "A Follow-up Study of Disabled Readers: Variables Related to High School Reading Performance." *Reading Research Quarterly* 9:110-23; No. 1, 1973-74). At the time of diagnosis, the children, aged 8-15 years, were all showing some kind of difficulty in learning to read. All had normal intelligence; that is, they scored in the average or above-average ranges on the Wechsler Intelligence Scale for Children (WISC). None showed evidence of any gross sensory or neurological defects.

Reading Clinic personnel administered the Durrell Analysis of Reading Difficulty, informal reading tests, and the WISC; interviewed child and parents; and examined each child's school record, including his/her scores on the Iowa Tests of Basic Skills (ITBS). At the end of the diagnostic procedure, the staff pooled results to arrive at a detailed description of the child's reading problem and a set of recommendations for further

instruction. These were communicated to child and parents in a conference and also in a detailed report mailed to the home and to the school.

Some of the children were later enrolled in the Children's Reading Clinic tutoring program, either in a residential summer session or during the school year. Others received various kinds of special help in their home schools or communities.

In 1972, the students received a questionnaire asking them to tell what schools they had attended subsequent to their diagnosis at the Clinic; what (if any) their present occupation was; whether there had been any sort of turning point in their learning to read; and, if so, to what they attributed this change. In addition, the Clinic obtained scores on the Iowa Tests of Educational Development (ITED) for each student. This battery of nine tests includes three reading subtests. Scores on these subtests for the two most recent testing years for each individual were averaged to obtain a single reading score.

Only two of the students scored above the fiftieth percentile on the reading tests, and more than half of them scored below the twentieth percentile. These youngsters, all identified as having severe reading problems in elementary and junior high school, continued as a group to be poor readers in high school, at least on the basis of these group paper-and-pencil tests.

Had the students made *any* progress relative to their reading level as measured by their performance on the ITBS at the time of diagnosis? The percentile ranks of the mean scores on the ITBS and ITED were 8 and 18 respectively. This was a significant difference in favor of the follow-up score. However, it cannot be determined whether this difference represented a "real" gain in standing relative to the norm group or was due to the fact that, in a retesting situation, extreme test scores move toward the mean—a common statistical phenomenon.

Next to be examined were the relationships of the ITED reading scores to seven different factors. The first five factors were measures available from the time of diagnosis: chronological age, WISC Verbal IQ score, WISC Performance IQ score, grade placement, and reading grade level. The sixth measure was a score assigned for the length of time the child received instruction in the Children's Reading Clinic; the seventh was the student's grade placement at follow-up.

A significant and independent relationship was found to exist between the ITED reading scores and two of the measures: chronological age and WISC Verbal IQ. The relationship showed that the younger the child was at the time of diagnosis, the better his/her high school reading score. None of the other measures showed a significant relationship with high school reading performance.

It is interesting that whereas the mean WISC Performance IQ score of this group of children was 108, the mean Verbal IQ score was 98. Although none of the children had Full-Scale (composite) IQ scores below 90 (a requirement for their being included in the study), 33 percent had Verbal IQ scores below 90. This finding is consistent with other studies of children with severe reading disability and suggests that, in appraising potential reading capacity, greater weight should be given to the Verbal score than to the Full-Scale IQ.

A further comparison was made by examining two extreme groups among the follow-up subjects: the nine best readers, whose ITED scores had percentile ranks between 30 and 62; and the 15 poorest, whose scores had percentile ranks below 20. While the top and bottom groups did not differ significantly in IQ, age at diagnosis, and number of semesters in our Clinic, in each instance, the differences favored the top reader group, which, incidentally, may also have had more help in the form of private tutoring.

When members of the two extreme groups who were out of high school reported their academic or occupational status in the fall of 1972, striking differences were found between them. Of the nine students in the top group, only one had dropped out of high school; the other eight had graduated and had even attended or were attending college at the time of follow-up. Of the 15 students in the bottom group, four had dropped out of high school, 11 had graduated, and only three had enrolled in college.

Some of the questionnaire responses showed quite movingly the kind of struggle that children in the follow-up group experienced in later grades. And informal interviews with some of the students from both groups who did go on to college indicated that most of them felt that they still had some reading problems and that they avoided courses requiring a great deal of reading.

This study has implications for educators at all levels. For the primary teacher, it suggests that early identification of reading problems is important. For intermediate grade and secondary teachers, the most important finding is the one regarding the persistence of reading disability. Severe reading disability apparently is likely to stay with a child throughout his or her school career; a few weeks or months or even years of tutoring are not likely to bring these children up to grade level. Indeed, the child who has been making a half year's progress in reading each year is likely to maintain that rate of gain.

Certainly reading teachers should be encouraged to put forth their best efforts on behalf of the disabled reader, but they should not be disconcerted when their best efforts do not increase the rate of

gain. Clinical experience shows that even with what I consider the best instruction, progress with some children is discouragingly slow.

Teachers in the content areas need to adjust their instruction for the problem readers. Unfortunately, most junior and senior high schools are simply not geared to educate children who cannot read. Such children can experience some success—in gym, industrial arts, and perhaps in reading class. With luck, they may get a somewhat adjusted program in the content areas *if* someone keeps interpreting their plight to a new batch of teachers each semester and follows through to see that they are not expected to do reading or writing beyond their capacity.

If these children were physically blind, they might have a better chance of getting an education. Everyone would understand immediately why they couldn't read the printed word and would find a hundred ways to help them: books on tape, people to read aloud, oral tests rather than written in social studies and science, oral directions in shop—in short, every opportunity to learn through their intact senses. They would receive praise for learning despite their handicap. More important, they would not be *blamed* for being poor readers—or expected to be grateful for the provision of an adjusted program.

The law requires these nonreaders to attend school. Yet many schools offer a program that is at least 75 percent print-oriented, even in this wonder world of electronic gadgetry. When reading is the only medium of learning, disabled readers soon see themselves not only as nonreaders but as nonlearners. They are well on their way to learning not to learn.

Although the emotional toll taken by the lack of understanding of reading disability in the junior and senior high schools is enormous, this report does not presume to offer a solution to the problem nor to tell junior and senior high school educators how to do their job.

It is, instead, a plea for greater understanding for the children with severe reading disability. Surely society owes them a right to learn—to acquire knowledge about the complex world they live in; to develop skills that will enable them to earn a living and to live happy, useful lives; and, judged on something other than their reading and writing ability, to develop a sense of personal worth. □

Pertinent NEA Resolutions

NEA Resolution, 75-18
Exceptional Student Needs

The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are: displaced students of desegregated districts; pushouts; the disruptive student; the disabled reader; the physically handicapped, including the sensory impaired; the gifted and the creative; the low ability; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, multisensory in-service training of educators, and provision for development of programs at the local, state, and national levels. The Association further supports the effort of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas.

NEA Resolution, 75-55
Standardized Tests

The National Education Association strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs.

The Reading Movement Has Gone Too Far

says **MARTIN HABERMAN**
Dean, Division of Urban Outreach, University of Wisconsin, Milwaukee.

Any good can be taken to an extreme and made a source of pain and suffering. This, indeed, is happening with the Reading Movement, which is now ensconced as an extremist force that is systematically transforming the American school into an institution no longer able to accomplish its stated purposes.

The Movement is a loose but effective confederation of various federal, state, and local governmental agencies together with private-interest groups that have coalesced around reading as their raison d'être. At the federal level, the vast funding machinery directly funnels monies aimed at supporting formal reading instruction. But of greater impact are the elaborate conduits through which federal millions are pumped into programs masked by the broad rhetoric of compensatory education.

When we translate statements about "equalizing educational op-

portunity," we inevitably unmask just another program in formal reading instruction, massive doses of which have become the national prescription for every perceived malady.

On the state level, in addition to money, even more powerful forces are unleashed. Laws require that specific numbers of hours per week be devoted to formal reading instruction. Laws require that classroom teachers take several reading courses in order to become and remain fully certified.

On the local level, many school boards and administrators have been duped or become active collaborators in helping formal reading instruction to take over more and more of the school program and in permitting the accountability movement to degenerate into an evaluation of reading and reading-related activities.

In the private sector, textbook manufacturers and test makers have been intricately involved in making the Reading Movement a household word. And we can guess why.

Saddest of all, parents and students have been conditioned by these forces to demand more formal reading instruction. The professionals can now pretend they are merely being responsive to the public when, in fact, a cabal of professional, governmental, and commercial interests has succeeded in misleading the public into demanding and securing more formal reading instruction as the cure-all for every shortcoming of American education.

Finally, the Reading Movement has implanted itself so successfully that even radical surgery may no longer be able to excise it without seriously damaging some healthy tissues of the American school. Nevertheless, I would like to try by discussing seven of its most undesirable attributes.

First, overemphasis on formal reading instruction supports poor teaching. Some teachers who do not make an all-out effort to teach every student in their classroom excuse themselves by saying that they cannot teach math, the sciences, social studies, and even the arts because their students cannot read a particular text well enough.

The Reading Movement supports the notion that students must first be made adequate readers before they can be taught. The converse is true, however: Learning in all areas is the best stimulant for more, wider, and better reading. (Consider the great knowledge breakthroughs of humankind and decide whether reading was the essential cause or one of the effects of these significant contributions.)

Second, the Reading Movement undermines a broad view of the school and its purposes: to teach fundamental concepts and knowledge, citizenship and brotherhood, critical judgment and independent thinking, personal and environmental health, aesthetic discernment, career goals and initial training, and some measure of self-acceptance and self-understanding.

Because these goals are unmeasurable does not mean that they are unworthy or that they should be sacrificed for the measurable goals of reading speed and comprehension. Professional and mass media have persistently given reading scores as the criterion for judging schools and assessing individual students. As a result, we have forgotten that reading is only one objective and not a synonym for all the goals of the school.

Third, the emphasis on more and more formal reading instruction bolsters the standardized testing movement. This testing movement equates knowledge of vocabulary with human intelligence; it promulgates the concept of competitive knowledge—that what one knows is enhanced not because of any intrinsic value but because someone else does not know it. The testing movement supports the quiz-show mentality, which holds that readily recalled information is as important as fundamental knowledge and skills.

Without going into the endless evils of this testing movement, it is germane here to emphasize that the whole testing mania could not function without the aggressive support of the Reading Movement.

Fourth, the Reading Movement, built as it is on the foregoing misconceptions, has transformed the concept of normal from its meaning of statistical typicality to a normative notion of something desirable. To be "on grade level" or "average" or "normal" is misconstrued to mean "desirable" or "as it should be." Many reading teachers do not comprehend the ill effects of this transformation of a statistical concept into a normative one.

Related to this is the widespread ignorance and misuse of the phenomenon of statistical regression. Identifying untold numbers of youngsters who score near or off the bottom of standardized reading tests, we can predict that any method of instruction—including no treatment at all—will result in significantly higher subsequent scores. The way some reading teachers or reading experts report their data suggests that they do not truly understand statistical regression.

The substitution of the "normative" for the "normal" and the ignorance of regression are but a few of the many gaps that can be cited in the Reading Movement. The more important point is that such ignorance keeps the whole testing movement alive.

Fifth, overemphasizing formal reading instruction is the primary method for misleading low-income people into believing that substantial numbers of them have a chance, through schooling, for

moving ahead occupationally and socially. On the contrary, the overemphasis on reading—with its concomitant narrowing of school goals and its inexorable linkage to the testing movement—is the most certain method for maintaining American subgroups in their present rank order.

Do reading people really believe that even if they were given all the resources they demand they can get youngsters whose primary language is not Standard English and who come from disadvantaged backgrounds to score as high as middle-income suburban youngsters? And do they really understand the notion that no matter how much improvement is made, one-half will always be below the average? I doubt it.

The amount of formal reading instruction given is in direct proportion to the perceived disadvantagedness of the learner. And the net effect is that those who need the broadest, best education receive the narrowest. All this is offered under the guise of being humane and trying to help.

Sixth, the overemphasis on formal reading instruction leads people to believe that their future employment will be directly related to their school achievement. The best evidence we have is that this is only partially true and that the connection is between occupational success and level of completed schooling—not between occupational success and reading achievement.

Seventh, the overemphasis on formal reading instruction is turning large numbers of youngsters off reading. They are not learning to love literature by gaining reading skills. The whole stress on reading as a discrete set of skills rather than as a way of life is producing and supporting a society addicted to television.

Nowhere is there substantial evidence that more and more formal reading instruction leads to a love of literature, language, or writing. Nowhere is there substantial evidence that people who have had increased doses of formal reading instruction even read more than they did before—let alone better or more happily. There are, however, many indications that this disparate overemphasis on formal reading instruction is causing more problems.

I would make the following recommendations:

1. Formal reading instruction should not be made analogous to the goals of early childhood and elementary education.

2. Formal reading instruction should never exceed 10 percent of any school curriculum. This limitation should include the time spent, the resources allocated, and the proportion of assessment devoted to it.

3. Special reading personnel and reading paraprofessionals should be retrained and reassigned to assist instruction throughout the full range of curriculum areas.

4. Evaluation of teachers and school programs should not be based on reading scores or on "other" test areas that actually assess reading.

5. Compensatory education programs that stress formal reading instruction should be reconceptualized.

6. When new positions are available, personnel should be hired in the arts, sciences, and social sciences before those in reading.

7. The use of reading vocabulary and comprehension as measures of human intelligence should be discontinued.

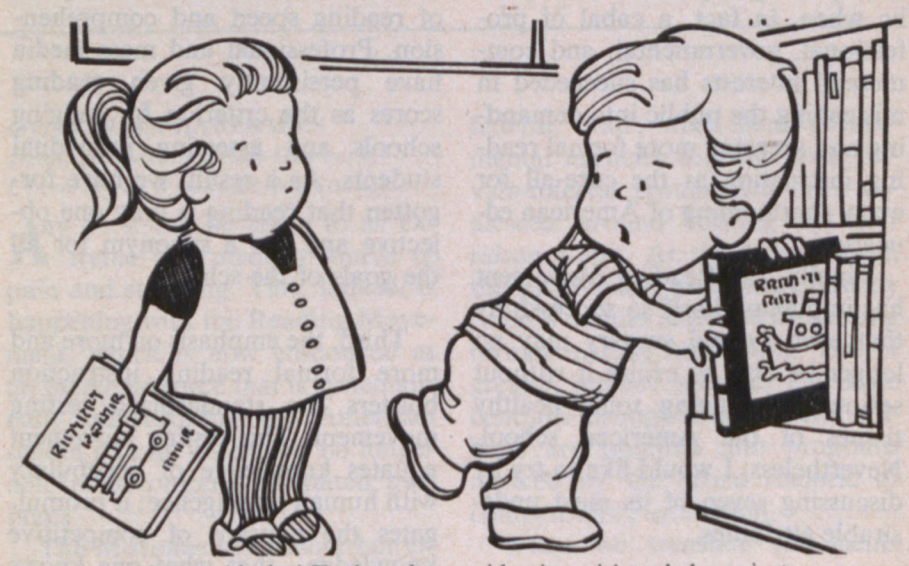
8. Library holdings should be quadrupled. Diversion of resources presently devoted to reading materials and standardized tests can readily support this expansion.

9. Teachers who love reading should replace most of the skills trainers now in the Movement.

10. A moratorium on all forms of standardized testing should begin immediately.

Clearly, the Reading Movement now has the resources, the drive, and the public support to engulf the entire educational system. But, like all forms of extremism, it will eventually be stopped. The question is how many will be crushed under this steamroller before it is brought to a halt. □

Dr. Haberman spoke at greater length on this topic to the Milwaukee Area Reading Council.



"Same old plot! Tugboat has an identity crisis, rebels against the social structure, learns to cope and live happily. . . ."

Four Teachers Sound Off About Class Size

While researchers continue their endless debate about the effects of class size, teachers across the country continue to spend day after day in overcrowded classrooms. For them the debate is long since over. They firmly believe that smaller classes mean better educational experiences for students.

It is ironic in a time of declining enrollments that many teachers are still saddled with classes that are too big. This results not only from outright reductions in force but from the now common practice of not replacing teachers who resign. Students are simply juggled and regrouped among the remaining staff.

How do teachers feel about this? When NEA Research asked teachers in a 1975 nationwide "Teacher Opinion Poll" what one change they would make, if they could, to improve their own morale or professional satisfaction, "lower class size" led all the answers.

Since a historic one-day teacher strike in Atlanta, Georgia, on October 14, 1975, class size has been a key issue in that city. In the articles that follow, four Atlanta teachers tell of their experiences in overcrowded classrooms, an all too common national phenomenon.

At the crack of dawn on October 14, 1975, the teachers of Atlanta held a mass meeting to decide for the first time in their lives whether to go out on strike. I was one of the teachers who stood up at that meeting and urged the others to walk out of their classrooms. I'll explain why.

I am a sixth grade teacher at the Woodson Elementary School in Atlanta, and I have 39 students. The preceding afternoon, three children in my classroom asked for special help. I told them to wait, that I was working with some others but would be with them in a few minutes. Those few minutes never came. Time ran out, the bell rang, and the three children didn't receive answers to their questions that day.

This sort of thing had happened again and again. I was simply unable to spread myself thin enough to attend to the needs of all my 39 children. I felt, therefore, that it was time for teachers to stop and ask themselves if they were really helping children by being quiet and not rocking the boat. My answer was finally "No." And so I urged the teachers to walk out.

For me, one result of our strike was that I was given a half-time teacher aide. The administration may consider this a solution to my problem, but I regard it as no more than a holding operation—a finger in the dike. Although it has helped, there still are times when children need the kind of help that only a professional teacher can give, and so I still have to spread myself too thin.

I have set up learning centers and skills centers, including a prescriptive reading skills center that conforms to Atlanta's PRI (Prescriptive Reading Inventory) Program. The children work at these centers each day, but when they are unable to have individual conferences with me, they learn less than they should. This frustrates me, and the children sense it. Some of them who want and need the help that I am unable to give may say to themselves, Why bother to try? There won't be enough time for Mrs. Perrimon to get around to helping me.

The children in my classroom range in ability from preprimer through grade 6. Though I try to reach them all, sometimes those working at the preprimer level are just lost—not only academically but physically as well. (One day two of these children, who had been out to special reading class, did not return to the room; instead, they walked out of school. And I wasn't even aware of it until I happened to be checking on another matter—and discovered it.)

How will I feel by the end of the school year? I don't know. I do know that right now I feel that I'm wasting the children's time. Our organization has to do something to change the pattern of what's occurring now in the schools. Teachers are going to have to do it themselves.

Class size is one of the key issues in the Atlanta schools today. Although the school board has a written policy on class size, teachers know that this policy varies from school to school and from class to class or that it is not enforced.

School boards nowadays seem to care only about material things, not about the children, whose interests they are supposed to be serving. If we, the teachers, don't stand up for the children, then we will have had a hand in helping to produce a lost generation.

—Vivian S. Perrimon, *sixth grade teacher, Woodson Elementary School, Altanta (Georgia) Public Schools.*

My principal often tells me, "You're one of my best teachers; I know you can handle it." What he's referring to is the large number of children I have in my classroom. Sure, I can "handle" them. I could handle three times as many, and so could most teachers. But handling children is not what teaching is all about.

I have heard many teachers say, "When I started teaching, the classes were much larger. I've had as many as 40 or 50 children in one room." I think this is remarkable, and I must commend those teachers who had to handle so many children.

I often wonder, however, how many of those children were just lost in the group—how many of them didn't get that little plus of attention we all hunger for; how many suffered because they were not aggressive enough to demand extra time from the teacher—time, of course, that the teacher with a very large class doesn't have to give. With today's larger classes, teachers cannot be as effective, regardless of how good they are or how much experience they have had.

My saddest moments in teaching are when I haven't enough time to give some extra attention or add a personal touch that pupils need.

As a rule, in the mornings, I try to observe all the children, greeting them individually, chatting with them, complimenting them on new hairdos or new clothing, and commenting on anything new that has happened to them.

Children have their own way of making sure that you don't overlook them. One day at lunchtime, Kay said, "Mrs. Bowen, you didn't say anything about my new dress this morning." The sad truth was, I didn't even remember having seen her that morning, not to mention her new dress.

It had been one of those days. When an office aide came to bring a new boy to my already overcrowded classroom, I tried desperately to make him feel at home. But there was no desk or chair for him to use and no place for him to store his belongings. In my despair, how could I see anything but an ocean of bodies? How could I see each child as an individual?

Incidents like the above are commonplace in today's overcrowded classrooms. Children are asked to wait because the teacher is with another child; some are pushed aside because the teacher simply doesn't have time for them.

Here's a typical occurrence in my math class of 33, during the time for individual assistance: The pupils are asking for my help. I reply "OK, as soon as I've finished helping Lee, I'll be right with you." But time runs out, and I never get to help some of the children. Oh yes, the next day is fine; but to the pupil, the right-now help is very important. And the next day, someone else doesn't get immediate help or support.

The children themselves are very much aware of the fact that there are too many pupils in their classes. They become irritable when they have difficulty moving about without bumping into other children or into the clutter of furniture. They complain when there are not enough books or materials to use.

In our discussions about classroom conditions, the children comment, "When there are too many of us in the room, even if we talk quietly, it makes a lot of noise." Or, "It's hard to work when someone is too close to you."

When I asked how many pupils they thought should be in their classes, the children responded, "We would like our class to be the same size it was on the day it rained and most of the children didn't come to school." Some said they would like a class with no more than 20 pupils.

Many who voiced dissatisfaction with class size wanted to know why the classrooms had to be overcrowded. They wanted to know why the teachers couldn't do something about it. One child said, "When too many children come to my house to play, my mother sends them home." Another child, very much in tune with the times, suggested, "Maybe if we complain a lot, they will take some of the children out of our class."

It is sad to think that nothing is being done to make today's classes smaller. Rather, more schools are being closed, more classroom teachers are being moved into administrative positions, and more children are being cramped into rooms that are much too small.

Many school administrators close their ears when teachers and parents complain about overcrowded conditions. They want us to believe that class size doesn't matter if the teacher meets the individual needs of the pupils—an impossible task for one teacher with 30 or more pupils.

Hundreds of dollars are spent on workshops and in-service education teaching teachers how to individualize to meet the needs of their pupils. I am sure the majority of the teachers would rather have the manpower and hours spent to lessen their class loads.

Too many administrators applaud teachers who, with large class loads, are maintaining "proper discipline" and holding classes. They refuse, however, to see the relationship between low test scores and oversized classes. They refuse to realize that an overcrowded testing situation can in itself adversely

affect test scores.

Many good teachers are fleeing from the teaching profession because of overcrowded classroom conditions. They feel the problem is getting worse instead of better and there are no indications that anything will ever be done to eliminate it.

I pray the future will bring about positive changes. I hope it will bring about an awareness on the part of administrators of just how detrimental and unfair to children large classes can be. Let them open their ears to teachers and parents. Our children deserve a better education.

—Theresa S. Bowen, *third grade teacher, Thomasville Heights Elementary School, Atlanta (Georgia) Public Schools.*

The quarter just completed was my most discouraging ever. It seems the entire staff was overburdened with administrative work and committee meetings, and there is still no relief in sight. I had an additional problem: An unusually large percentage of my students needed remediation in reading and math.

Every period and every day ended before I had gotten around to all the students who needed help. At the end of the quarter, when grades were to be assigned, I felt such a lack of success that it was difficult to decide what grades I should give. Of course I had some test scores to guide me, but I believe in the need to evaluate each student as an individual and felt hampered by a lack of personal contacts.

Every time we ask for smaller classes, my colleagues and I are told that class size doesn't affect student achievement. All teachers, on the other hand, who live with the problem of large classes on a day-to-day basis realize that class size is, actually, the main problem. This inability to prove what all experience shows has to be the great failure of educational research.

In my nine years of teaching in the public schools, I have dealt with both large and small classes, and each year it becomes more obvious to me that before the schools can make any appreciable gains toward improving students' cognitive and affective abilities, teachers must be given significantly smaller numbers of students to deal with.

The accreditation standards that the Atlanta schools must meet hold the secondary teachers' loads to 150 students, and my school genuinely attempts to limit individual classes to about 30 students. But when one analyzes the numbers carefully, it is obvious that providing more than superficial education is impossible.

We have 330 classroom minutes in which to attend to students. Subtracting time for administrative functions, this averages out to about two minutes per day per student. Since the larger classes spawn discipline problems, most of this two minutes is spent in the role of disciplinarian, not teacher.

In my ninth grade general science classes, I have on the average 28 students. Because of the nature of the content of the course and the requirement of laboratory work, the teacher-prepared curriculum guide recommends no more than 20 students per section.

It has been my experience that a student's ability to progress in a science course is determined by a variety of variables in his/her background, including reading ability, level of mathematical training, experiences with science both in and out of the classroom, and physical and mental maturity. Students, therefore, come into science classes with a tremendous variety of needs and abilities. To cope with this situation, we use self-paced exercises or contracts that students complete at their own rate.

It is impossible for me to get to all my students each class period. And because some of the students have pressing needs, the less demanding students may have no contact with me for two or three days. Forced to decide which students will get my attention, I invariably neglect some students when just a word of encouragement might make all the difference.

In the beginning years of my teaching career, I felt that I just wasn't doing my job properly, that I wasn't approaching the act of teaching in the most efficient way.

"Impossible" is the word that keeps cropping up whenever educators discuss the subject of overcrowded classrooms. Impossible to tend to the individual needs of the children in such classrooms. Impossible to get to know them well. Impossible to provide them with more than a superficial education.

We quote from a question-and-answer session NEA Executive Director Terry Herndon had last fall with a correspondent from *Time* magazine (and published in its September 15, 1975, issue):

Q. Isn't it fair for school boards to ask teachers to spend more time actually teaching more productively?

A. That depends. If the teacher is already handling five classes of 30 or more, the answer is no. If we're talking about four classes of 18 and an extreme financial crisis, the answer might be yes.

Q. How can teachers be more effective?

A. The ideal class size is from 18 to 22 in elementary school, but almost all classes are much larger than that. In junior high school most teachers are dealing with 150 to 200 children a day. The teacher is expected to know them, to love them, to counsel them, to know their home situations. It's impossible.

Now, after several years of teaching and of talking with and observing other teachers, I realize that all of us are drowning in sheer numbers of students. The only alternative to having fewer students is to lower your goals—and many teachers have done this.

One of the primary aims of our science courses is to help students move toward the use of logical thought processes. This necessitates laboratory work. In one laboratory period, with a class of 30 students, to help every group is an impossibility.

My physics students constantly tell me that I don't spend enough time with their group during a lab period. Again, I must choose, and some people who need help are left out.

In the Atlanta system over the last five years, particularly at my high school, this lack of individual attention during class time has become even more critical. Because of desegregation plans, many of our students are bused and are unable to remain after school for remediation or extra help because they cannot afford to miss their transportation. Others must either work or take care of younger children at home while both parents work. In smaller classes, these students could be helped and encouraged instead of being failed and frustrated.

One last point to be made concerning the weaknesses of large classes is the issue of evaluation: Each student should be carefully evaluated several times during the quarter. How can any teacher with a total load of 150 students find the time to do this? For example, to grade a set of discussion tests and make corrective comments on each paper would require something like 10 hours of time. Thus we are forced to give fewer tests, or ones that are less meaningful. We all know who is being cheated.

—John W. Payne, *science teacher, Northside High School, Atlanta (Georgia) Public Schools.*

In the spring of 1972 I began teaching at Murphy High School in the program for the educable mentally retarded (EMR). At the high school level, this program is a cooperative work-study program. In conjunction with the Vocational Rehabilitation Division of the Georgia Department of Human Resources, we work to prepare our students for the world of work and daily living.

Many students need help in the area of work adjustment—improving attitudes, ability to get along with supervisors, ability to report on time, etc. We have seven vocational rehabilitation centers in the Atlanta area and several out of town, which we use for work adjustment and specific job skill training.

When I began teaching at Murphy, there were approximately 35 EMR students and two teachers. My actual class size ranged from 10 to 12 students.

Today there are 58 students and the same two teachers. I teach three classes a day and spend two hours a day supervising students on the job and in VR centers or trying to get jobs for students. Each quarter it is my responsibility to schedule the EMR students. I also inform the regular class teachers of off-campus students as to the whereabouts of these students, who receive credit for all scheduled classes even though they are working rather than attending class.

My colleague from the Vocational Rehabilitation Division and I work together in all aspects of the program. Keep in mind, however, that she has the responsibility of EMR students in two other Atlanta city high schools—a total case load of 148 students. She is required to spend an inordinate amount of time doing paperwork—placing the students on the case load, writing individual plans, arranging for medical and psychological evaluations, as well as keeping all 148 folders current. She also has the responsibility of arranging for placement of each student in the VR centers as well as in jobs.

Meanwhile, back in the classroom, we are bulging at the seams. Two of my three classes have 20 to 23 students in attendance. In my math class, the students range from those who are learning beginning number concepts to those who are working on long division. In my English class, they range from those who are working on letter recognition to those who are reading at the fourth grade level.

The planning required for the above-mentioned classes is incredible. If it is not done each day for each group within each class, the behavior problems make it impossible for teaching or learning to occur. Each student must know exactly what he/she is to be doing and must have some independent work skills. Every day, in spite of my efforts, there are students who come to me at the end of class and say, "Mrs. Johnson, I asked you to help me and you never did." My students at the centers or on jobs often feel that I am not interested in the work they are doing because I don't get out to see them more than twice per quarter. The situation is frustrating for me as well as for the students I never reach.

Last year there were 53 students in the EMR program. However, the problem of class size was somewhat alleviated because we had a behavior-disorders specialist and a learning-disabilities specialist assigned full day to our school. Both teachers transferred and have not been replaced.

Where is that third EMR teacher my principal requested more than a year ago? Our students desperately need smaller classes in order to receive the individual attention necessary for them to make progress. The working students and those in centers need more teacher supervision than they are getting.

To set priorities is to say that one student or group of students is

(Continued on page 98)

ACCOUNTABILITY

Behavioral Objectives– The Grande Charade

By DAVID N. CAMPBELL
Associate Professor of Education, University of Pittsburgh.

Every year I have contact with between 2,000 and 3,000 public school teachers through in-service workshops, lectures, and my teacher education courses. Whenever I have the opportunity, I take a poll among them or ask for a show of hands as to how many are, in fact, following or attempting to implement the behavioral objectives they are required to laboriously state in written form.

What becomes clear through this personal inquiry is the fact that they are performing a charade for the benefit of administration. In many situations, over 200 teachers are engaged in keeping one or two administrators happily deceived that quality control has been achieved, i.e., that accountability has been accomplished.

Teachers view behavioral objectives as yet another burden on about the same level as washroom, corridor, or playground duty. Very few probably see that behavioral objectives (one of numerous current manifestations of accountability) are an insult to every classroom teacher because of the underlying assumption that the teacher is not to be trusted to do the job he/she was hired to do.

Furthermore, behavioral objectives disregard contemporary research which indicates that effective learning requires a highly individualized and flexible mode of instruction. Insistence on strict behavioral objectives makes it difficult for teachers to be flexible or indeed to truly meet the needs of individual students.

The appeal of behavioral objectives/accountability is very strong among those at the top of the hierarchy. Administrators certainly find the appeal in the seeming efficiency of it all; in the statistical, simplistic, basic concept; and in the more thorough control aspects. For professors of education, the appeal is in respectability, for it enables them to claim that they use "scientific" controls and terminology in the style of their colleagues in the social sciences (who also have a less severe but nevertheless continuing case of respectability deprivation).

We will have the accountability affliction with us for some time to come, perhaps as much as 10 years. A great deal of money has been committed, legislation has been passed, and so many positions have been taken that it will be very difficult to back down even in the face of a surprisingly rapid indication of failure and subversion.

The scandalous aspect of this whole business is that money which is so desperately needed for direct use in schools for smaller classes and for materials and special programs is being diverted to a very few to continue their "research," not to mention the inestimable drain in human resources.

As always, the real victims are the children who must now endure the spectacle of teachers' attempting to meet the new requirements and being forced in the process to ignore their experience, the needs of the children, and, indeed, their common sense as they organize classroom instruction into segmented fragments of information which can be easily observed and measured. In short, accountability —as it is generally described and applied—is the final triumph of that mediocrity which so infects professional education, especially at the higher levels.

One can imagine the delight of our statisticians with the measurableness of it all: how neat, orderly, and under control it all is and what stacks of reports, plans, and clearly stated measurable objectives it generates. (Of course, these people do not live with children five days per week in classrooms.)

If any complaints are to be registered, a scapegoat has been identified—the state legislatures, which "mandated accountability." But, of course, the legislators got the idea of accountability from our own people, mostly from professors of education and more specifically those in educational psychology. And certainly there is no evidence that professors and administrators are besieging state legislators in an attempt to block accountability laws. Indeed, they are not, for they all distrust the classroom teacher.

If the trend is to be countered, teacher organizations must take the initiative and not simply by testifying at the state capitol or pleading or being "reasonable." It will have to be accomplished by teachers' demanding classroom autonomy based on the premise that only the classroom teachers know what is best for the children entrusted to them.

Meanwhile, we shall lose the cre-

ative energy of those teachers who are so stifled that they either leave teaching altogether or who, in the process of conforming, are permanently changed by their efforts to survive in the mediocrity and deadening routine of our schools.

The seldom mentioned aspect of behavioral objectives is the role model this concept forces upon the teacher: that of a low-level functionary, being checked up on constantly, controlled, monitored, and continuously "evaluated." Such a role expectation attracts the sort of person who is the least likely to make an effective teacher, the sort of person who takes no risks or chances, avoids controversy, and keeps students at a distance, being concerned only with subject matter.

It is most difficult to convince people that increased control will never result in better education but rather will tend to insure a number of poor and ineffectual teachers, a great mass of bland, mediocre ones, and an extraordinary one or two.

Industry has finally begun to recognize that personal responsibility and some degree of control over individual job and working conditions make for better and more efficient workers and that the highly controlled, seemingly ultra-efficient assembly line very often results in direct subversion and destruction of imposed controls and attempts at "efficiency."

The entire argument I have set forth here is meaningless if we assume that it does not really matter what is taught, how well it is understood and retained, or how it relates to the interests and development of students.

In that case, various accountability measures are perhaps a natural development because it does not matter what is really learned or with what degree of meaning. As is the case with standardized tests (which simply tell us that those most similar to the norming group do well and those most dissimilar do less well), all that matters in accountability is how the whole process *appears* to be.

What is very distressing is that so many people involved with children on a daily basis could even begin to accept such a simplistic and indeed intellectually naive notion about the learning process. I would have thought that we had learned something from the debacle of the performance contracting experiment.

I am afraid it will require a great deal of time before the effects of efforts to implement behavioral objectives are truly known. And even then there will be no way to measure the vast human potential which has been destroyed or unrealized, the missed experiences, the intellectual and emotional stunting of an inestimable number of children. In the end we will pay a heavy price for this experience. □

Should Teachers Say No to MBO?

Management by objectives (MBO) is one way to run a business. For the past 20 years, it has been tried, refined, and sometimes found useful in factories, in processing plants, and in sales organizations.

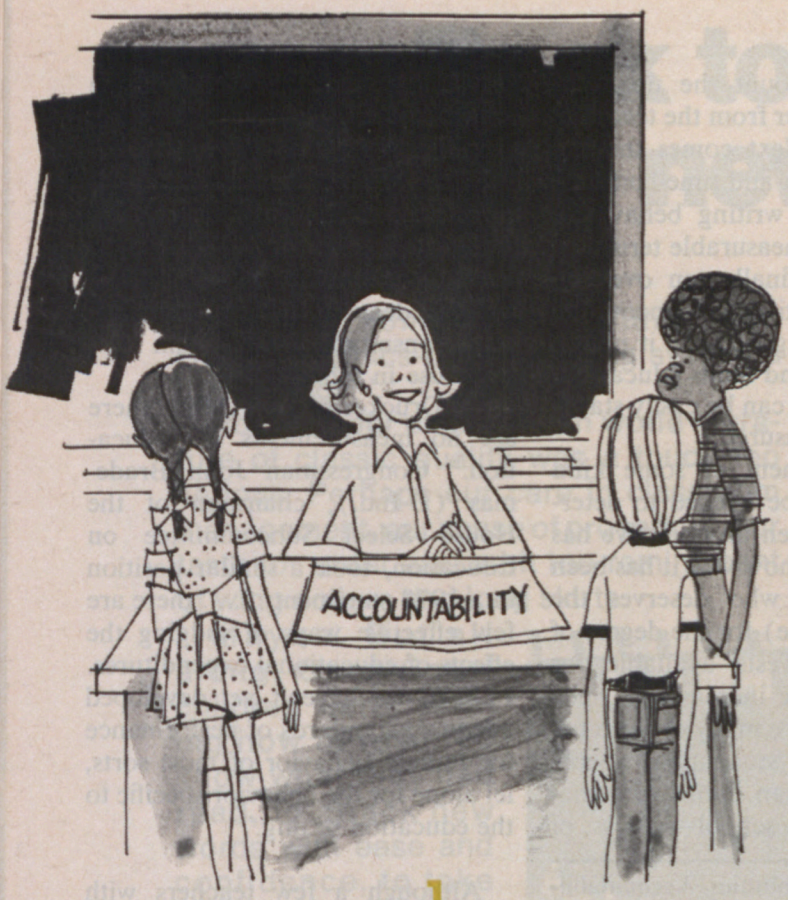
State and federal education policy is increasingly directed toward the use of such business management techniques as MBO in an effort to introduce more accountability into the public schools. For several years now, the U.S. Office of Education (USOE) has financed major federal efforts to introduce new and largely untested brands of MBO to state departments of education, who in turn have used such groups as the American Management Association (AMA) to tell local school administrators about the wonders of MBO.

This federal policy, of course, is a logical extension of the government's penchant for cost-effectiveness and a "businesslike" approach to human problems. But when schools and businesses are considered in terms of their vastly different purposes, products, and clientele, it is difficult to understand such a policy. Many teachers, however, already understand that MBO in the classroom can mean serious trouble when they are held accountable for "objectives" over which they have little or no control.

Flowing from the federal bureaucracy in Washington, the rhetoric of accountability has an enchanting, almost rational, ring to it. Teachers hear the U.S. Commissioner of Education T. H. Bell saying that "if properly executed, MBO can be democratic in the best traditions of involving professional colleagues in participatory management." But all too often this Washington "line" is switched before it gets to schools, where teachers are *told* what they will be held accountable for. Some teachers have been subject to punitive action because of low student achievement.

Part of the growing confusion over MBO in education can be clarified by looking at the two traditional areas of responsibility within a school system where quite different kinds of management are required.

One area is the learning locale, the classroom, the point where the goals of the school are transmitted to students. Here the professional teacher clearly has management responsibilities. The other area, which can be described as supportive, deals with the many other man-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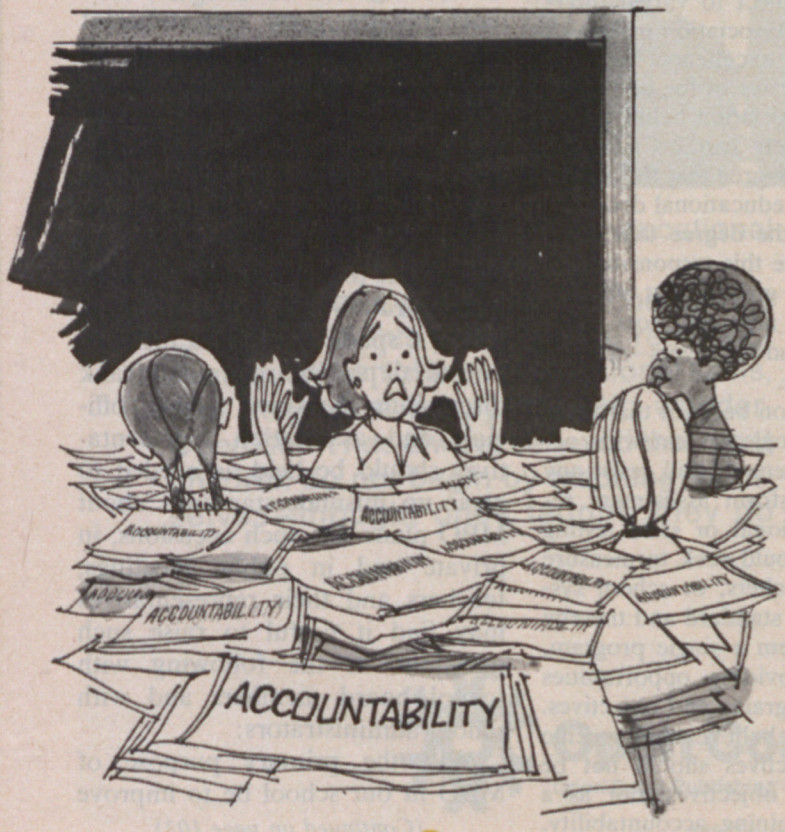
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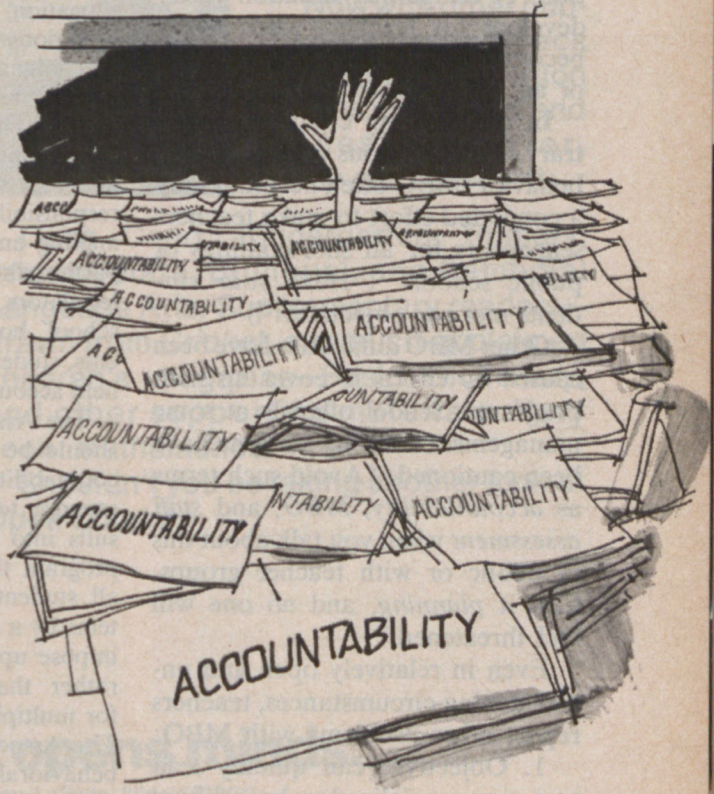
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agement functions necessary for the orderly operation of a complex school system. MBO may prove to be more useful at the system level than at the learning level.

The local teachers association must be alert to the pervasive nature of MBO anyplace within the system. However, the association's major concern will be to guard against mismanagement (by objectives) as it affects teachers and teaching.

One of the most insidious aspects of MBO as an instructional technique is that at first it appears so simple, so logical, so easy, and so harmless. After all, what can be wrong with deciding what you are going to do before you do it or deciding what it is you want to teach before you begin? Like such other popular nostrums as individualized instruction and career education, instructional MBO goes beyond any single discipline. It has no strict format, no limits, and certainly no agreed-upon definition or description. A dangerous situation easily develops for teachers when MBO becomes whatever a school board or an administrator wants it to be.

In this shifting climate of arbitrary and capricious administrative behavior, MBO often becomes only a concerted effort to make teachers scapegoats for all shortcomings of public schools. ("Have *your* students met *our* objectives?")

Other MBO difficulties have been caused by efforts to cover up such programs. School officials at some management training sessions have been cautioned: "Avoid such terms as *accountability, MBO,* and *staff assessment* when you talk about this in public or with teacher groups. Call it *planning,* and no one will feel threatened."

Even in relatively open and unthreatening circumstances, teachers report other problems with MBO:

1. Objectives can quickly lead to a very specialized technical kind of behaviorism, which mandates that teachers count the uncountable—a holdover from the teaching machine era. Next comes the extremely complex and time-consuming activity of writing behavioral objectives (in measurable terms, of course). And finally, an overemphasis on objectives can encourage lockstep learning because it penalizes creativity and limits educational goals to what can be easily stated and readily measured.

2. Measurement of some kind will obviously be needed to determine if and when an objective has been achieved, how well it has been achieved, and who deserves the credit (or blame) for the degree of achievement. Tests available for this purpose are increasingly open to question, since many of them tell more about the student's socioeconomic status than about what has been learned in school—unless, of course, the test itself becomes the course of study (another negative possibility with MBO).

When the problems of measurement are added to the other considerable difficulties of MBO, even Peter Drucker, the father of MBO and the dean of business management consultants, takes a dim view of its use in schools.

As Drucker said in 1969, "there are no measurements for education." Congressman John Brademas (D-Ind.), chairman of the House Select Subcommittee on Education, took a similar position in a 1973 statement: ". . . there are few effective ways of judging the effects of educational expenditures. In fact, we haven't *yet* developed adequate standards of performance for human behavior of most sorts, let alone for the behavior specific to the education setting."

Although a few teachers with special interest and training in behavioral science may choose to work with some students in a nonthreatening MBO framework, most teachers—for good and sufficient reasons stated above—want no part of "forced MBOing." When MBO (by whatever name) comes to a school district, the local teachers association will need the facts about the particular program first of all, although even the facts may be difficult to come by with school administrators who refuse to call a spade a spade (or MBO, MBO).

If at all possible, open and frank discussions between school officials and association representatives should be held as needed to clear up misunderstandings about MBO plans. On such occasions, in private and in public meetings, teachers and their representatives may find it useful to raise such questions as the following with school board members and with school administrators:

Will the primary purpose of MBO in our school be to improve

(Continued on page 102)

75-39 NEA Resolution, Accountability and Assessment

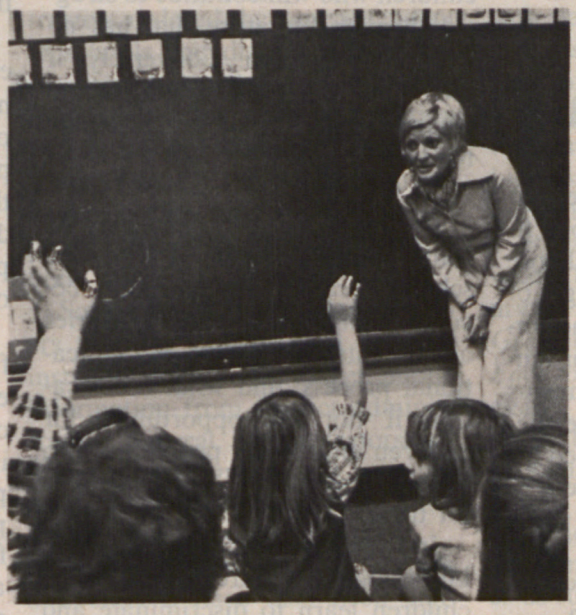
The National Education Association recognizes that the term "accountability," as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

Back to basics? We never left.

For years, some people found Open Court's phonics-based reading system a little "fringy."

Possibly our emphasis on world literature of classic quality was a touch too serious. Perhaps our care in classroom management, our sense of procedure, our taste for order was a bit too reminiscent of wing collars and long skirts.



Maybe. But all along, Open Court children were learning how to read. To know what they had read, to attack new words with ease and confidence, to take pleasure in what they did right, to appreciate the uses and delights of literature, to learn individually in workshops, and to spell, write, and speak with accuracy and skill. And they learned all this with the happy satisfaction that comes from educational success.

And as for Open Court teachers, they could see in this progress the results of the application of their professional skills, and they were happy, too. No wonder. Open Court has always believed that most children do not begin by teaching themselves—though, once taught, they do teach one another—and that teachers are therefore central to education.

What a simple idea. And yet you know how much learning material fakes it, or ignores it completely.

They used to say that the English phonics system was a dog's dinner. But for years, we have been busy proving that 43 sounds and 90 spellings, with diacritical marks, will explain 85 per cent or more of the words the child encounters. For years, we have liberated the child to use his oral vocabulary as a powerful tool for reading and writing.

Some dog. Some dinner.

Now with other publishers getting back to basics, our position seems more valid and honest than ever, since we never left.

Open Court: Kindergarten, Primary, Intermediate, Bilingual, and Remedial Language Arts. Supplementary readers—drawn from *Cricket*, our much-acclaimed children's magazine—Basic Dictionary, and other supporting materials. Very soon: mathematics.

Shouldn't you be taking another look at Open Court?

Open Court opens minds.

Open Court Publishing Company, LaSalle, Illinois 61301

CIRCLE QUICK-ACTION CARD NO. 66, 67

Censorship
-the malady lingers on

This symposium briefly presents various facts and points of view on censorship in the schools. Although its viewpoints may serve as springboards for discussion of censorship, it makes no pretense at being comprehensive. See also "The Teacher and the Law," page 110.

A Librarian Speaks

At least in theory, I believe that all librarians, including school librarians, should be able to choose materials from the full range of those available. Of course, the implications of this position, particularly for school librarians, means trouble with a capital T. Nevertheless, librarians must be prepared for some controversy if they adhere to their professional ethics and stand squarely on the principles of intellectual freedom, applying them to all patrons, including children.

In light of a substantial increase in the number of controversies over whether some books are unfit for the shelves of public school libraries, I have an uncomfortable feeling that "unfit" has a variable definition, namely, anything that is upsetting, whether factually, morally, politically, or socially, to the person brandishing the term. But to superimpose adult likes and dislikes, based on adult experiences, on the young people of today is patently ridiculous.

For one thing, most professionals agree that youngsters are far more sophisticated than their parents were at the same age, in part because of television.

For another thing, children tend to read that which they can relate to or which they can at least understand. If the words on a page don't come together to form an image in the mind's eye, children put the book down. I do not know of any children who will continue to struggle through literature that has no meaning for them. Conversely, if the children are able to understand what is written, they are probably ready to handle it.

In suggesting that there may be some materials unfit for public school libraries, the question becomes even more serious. Libraries are an integral part of the educational process, and what is education if not the opportunity for children and young people both to acquire knowledge and to search for truth?

In the process of acquiring knowledge and searching for truth, children learn to discriminate and to choose from among the myriad conflicting points of view. Individuals must learn—must be taught—to think, to choose, to make decisions rationally and logically in light of the evidence available. These traits must be developed, for there is no magical day in life on which we wake up suddenly in possession of these abilities. The library is primary in this process, for it provides for all patrons materials presenting all points of view concerning the issues and problems in society. From the pool of accumulated wisdom, each individual chooses whatever suits his or her needs, wants, and intellectual development.

Library materials generally are not "required" reading. While they are an integral part of the educational process, libraries serve to expand and broaden the traditional classroom activities; in truth, libraries are mind-expansion facilities.

And to what end is this mind expansion geared? It is geared to nothing less than the preservation of the constitutional republic, a republic which can function only on the basis of citizen participation. Indeed, its effectiveness is directly proportional to the enlightenment of the electorate.

Full freedom of expression and free access to information are the essential ingredients of our system of government. If we are truly going to be a government of the people, by the people, and for the people, then the people must have full availability of and unrestricted access to information. The process must begin as early in life as possible in order that each individual knows how to accommodate and assimilate the varying points of view, for it is not so-called dangerous ideas which are fatal to a democracy but rather the suppression of ideas.

I mentioned previously that permitting children to read anything they desired and providing them with the full range of materials from which to select could lead to trouble. Most of the trouble will be from parents concerned about the suitability of material their children are reading and their children's ability to handle this material. The problem then is how to accommo-

date the parents' fears while still maintaining the integrity of the library and, therefore, that aspect of the educational process.

There are two things that can be done. First, the school library and the system of which it is a part must make a firm commitment to provide library materials presenting all points of view concerning the problems and issues of our times. Furthermore, the library and the school system must commit themselves to protecting the rights of an individual to use the contents of that library. At the same time, however, the primary responsibility of parents for raising their children must be recognized.

The Supreme Court has asserted that governmental agencies and their employees neither can nor should attempt to fulfill certain parental obligations to the child. Various public institutions, including schools, foster the well-being of children and thereby serve the public good. But the activities of such institutions must be consistent with the fulfillment of parental duties. This means that if there are certain ideas, certain works, that parents wish to keep from their child, they should assume the task of shielding the child, and we should be willing to help them.

If parents decide that certain materials are unfit for their child, we are within our rights to help those parents carry out their wishes. At the same time, we must be very careful not to infringe on the rights of other parents and their children by withholding from them materials that a few parents feel are inappropriate.

Second, we must educate the general public, and particularly parents, to the role of the library within the school system. It is a unique institution which grinds no axes, heralds no causes, and promotes no philosophy but which does present materials from across the social and political spectra and says to each child, "Think!" That is the role which must be emphasized.

—Judith F. Krug, *director, Office for Intellectual Freedom, American Library Association, Chicago.*

Teachers Speak

Censorship is posing a serious threat to public education in the Pasadena (California) Unified School District.

The present ultraconservative school board majority was in office only briefly when the first hard evidence of censorship surfaced. The trustees ordered the superintendent of schools and district administrators to clear all comments with them before releasing information to the public. This gag order resulted because facts had been released to the press that countered public statements by board members.

Soon after this gag order, reporters found it difficult and in some instances impossible to get public information from district administrators. Several administrators admitted to the press that pressure was applied on them to keep quiet about certain information.

Verbal statements by parents and citizens have also been censored on numerous occasions. Many parents and citizens have attempted to be heard in public meetings only to be gavelled down, threatened with slander suits, and publicly belittled. The board does not feel confined in whom it gavels down—from the Pasadena Council PTA president to students.

Even though the board is always enthusiastic when it quiets those who disagree with it, it does so with added zest when a teacher dares to speak out in public meetings. One of the first teachers to speak against actions of the trustees was threatened with a slander suit because of the "disrespect" he, as a teacher, had shown toward the board. The threat was repeated again in comments to the press, but a suit has never been filed, in part because of legal support the Pasadena Education Association offered the teacher.

Another example of using the threat of a suit to intimidate was employed against the Pasadena Education Association. PEA criticized school-board appointments to top administrative positions for violating Pasadena's administrative appointment procedures. As a result of this, one of the appointees filed a $7.5 million law suit against PEA and its officers. The suit was never served, and the two positions were later vacated by court order.

Censorship imposed on the release of public information and on statements by parents, citizens, and teachers has been flagrant, but the board's book-banning actions are even more deplorable.

By a vote of three to two, the board banned two books in January of 1974—*Voices of Man: As I Grew Older* and *Voices of Man: Face to Face,* collections of reports, essays, short stories, poems, and art that comment on contemporary problems and issues related to youth. They had been approved by a previous board and used for three years in high school literature classes as supplementary readers.

The method used by the board to ban the books reveals the contempt with which the trustees regard teachers and administrators and the District's procedures for adopting learning materials.

The impetus to ban the books came from the Tuesday A.M. Club, a group of women from Pasadena and surrounding cities whose taste in censored books mirrors a typical banned books list from a right-wing organization. The board majority's campaign chairman, who is a member of the Tuesday A.M. Club, informed one trustee by private letter that the books should be removed from all school libraries.

At a public meeting, the super-

In 1974, teachers took to the streets to protest book censorship in Kanawha County, West Virginia.

intendent stated that complaints against the books had not been lodged properly and that the board should decide a book's fate in relation to District procedures. The board's vice-president admitted his ignorance of the procedures even though he had several weeks earlier voted for minor revisions in them. Nevertheless, he voted for banning the books.

The Tuesday A.M. Club representative stated publicly that one of the primary reasons for complaining about the books was that they "badly portray Blacks." When asked how many Blacks were in her club, she admitted there were none and that no black citizens, parents, or students had been consulted about the contents of the books in question.

The reasons given by the trustees in voting to ban the books are revealing. They called them "sadistic, morbid, and sick." One trustee felt that a story in one of the books which dealt with the death of a retarded child was "dull and sick." However, the superintendent, who has spent years working with retarded children, praised the story as did several other specialists in the field of special education.

By November of 1975, the trustees had moved to censor three additional books used as supplementary materials—*The Negro in the City, Civil Rights and Civil Liberties,* and *Crime and Juvenile Delinquency*. The board's reason? "They teach violence and would incite racism."

Teachers and administrators were not involved in this decision to reject the books. As in the case of the *Voices of Man,* the books had been requested by teachers, reviewed and accepted by a professional committee on learning materials, and highly recommended by the superintendent.

The trustees have not considered any guidelines for accepting or rejecting books, and, in fact, they have refused a request by the Certificated Employees Council to negotiate such guidelines. Their sole criterion for banning books has been recommendations by the Tuesday A.M. Club.

The board continues to reject any teacher input and has recently appointed a "volunteer" committee to review all learning materials. This committee does not embody a broad political spectrum.

Henry Myers, president of the board, pronounced publicly that he had selected all 11 members because they have the same conservative convictions as he and that there

is no need to appoint any teachers to this group.

These actions by the board have enhanced the climate of fear in Pasadena schools and caused staff members to indulge in self-censorship to avoid criticism. Where there was once mutual respect and trust, there is now hopelessness and antagonism.

Even though a new state collective-bargaining bill goes into effect in July that gives teachers the right to consult the board on curriculum objectives, textbook selection, and other facets currently outside their authority, a board of education that believes political and religious censorship takes precedence over the need for free inquiry in a democratic society will continue to display contempt and distrust of professional participation in the selection of learning materials.

—Rod Parker, *mathematics teacher, McKinley Junior High School, Pasadena, California; past president of the Pasadena Education Association.*

A pall hangs over the Kanawha Valley of West Virginia this year. It is not the smog of chemical plants and factories which line the valley but the dark cloud of censorship, the aftermath of last year's violent outburst over textbooks—an outburst which disrupted the schools in Kanawha County and brought the area to nationwide attention.

Beginning as a response to the adoption of English Language Arts (ELA) textbooks in the spring of 1974, the controversy brought boycotts, picketing, bombings, lawsuits and counter suits—and an upheaval in the educational process which made the year almost a total loss for some areas of the country and some students.

Many of the materials had already been in use in the county, and little was particularly new or different about the 1974 selection except the scope of the secondary program. The selection included basic texts in both language and literature, with advanced as well as remedial material and with varied supplementary material to permit each school, whether on a traditional or elective program, to build the curriculum best suited to its needs. In addition to six basic texts for the elementary level and 24 for the secondary, the selection included 325 books, hardcover and paperback, for secondary supplementary reading. In making its choices, the selection committee had followed county and state policies and standards as well as statements outlining the philosophy and objectives of English Language Arts, which had been prepared by Kanawha County teacher committees.

Members of the selection committee, of which I was a part, felt that we had clear directions and that we had followed them. Given the county policy of permitting students to use alternate materials if parents objected to those in use, there should have been little problem.

Perhaps that *should* have been the case, but that is not how things turned out. A year of unrest followed. Critics from outside the area accused the program of ignoring Appalachian values whereas local dissidents attacked some of the very selections that had Appalachian authors or settings. Selections in dialects were targets of concern. Selections to be read critically by advanced senior high students doing college-level work were approached as if they were to be read by little children.

Ironies abounded in the differing approaches of book selectors and book censors. Selectors included a particular book because of its overall format, approach, or content. Censors approached individual books looking for trouble and found a word, a sentence, a paragraph, or a selection which disturbed them and then rejected the whole book.

Where are we now? The protesters did not win; however, open education lost much. While a vocal minority operated on both sides, a large majority of Valley citizens appeared not to care, permitting the present censorship to operate by default. A few parents have become more actively involved in the schools; others care only that the situation remain calm. A number of parents are still confused about the condition of our schools, perhaps even unaware that quality is still *up* in Kanawha County, with students scoring higher than national and state norms on standardized tests. Some parents have enrolled their children in private Christian schools founded in the wake of the storm; others have removed their children from those same schools and returned them to the public schools.

Some schools and classes have no ELA books; some use books from previous adoptions, others use the new texts without problem. Certain principals and teachers delay returning last year's disputed books to the classrooms. Library books have been under attack and are now selected by advisory committees of parents and teachers.

The elementary basic texts have spent a year on materials center shelves, available only to those students with special permission slips from their parents. To implement the most recent ruling on their use from the state superintendent, the local board has recently approved a plan whereby principals, teachers, and parent advisory councils decide what books are to be used in each school. A few still have the power to block their use and abridge the rights of many.

Students show the scars of a year's interruption in their schooling. I have been told that in one outlying junior high school 50 percent of the ninth grade enrollment received D's or E's in major subjects the first nine weeks. Other evidence is less startling but equally significant, especially at the secondary level. Students demonstrate

impaired study habits and skills, have a disgruntled approach to school, and feel that their rights have been overlooked by all sides.

After a year of noisy sessions under police guard, a beleaguered board of education is under attack and unable to implement the openness and communication it so desperately needs.

Caution is the watchword for those involved in the operations of the schools. Parents, teachers, and administrators struggle to second-guess areas of possible disagreement, an approach which interferes with positive handling of school concerns. A pall of suspicion and mistrust permeates dealings between factions.

Books now are selected with parental input through a screening committee which evaluates books before they go to selection committees, using guidelines created by the Kanawha County school board.

According to the guidelines, texts "shall recognize the sanctity of the home (Show and Tell?) . . . must not intrude into the privacy of students' homes by asking personal questions about inner feelings or behavior . . . by direct question, statement, or inference (creative writing?) . . . must not contain profanity (Admiral Farragut?)."

At the same time they are mandated to "encourage loyalty to the United States and the several states (UN?)," they "shall teach the true history and heritage of the United States (slavery and abolition?) . . . not defame our nation's founders (Franklin? Jefferson?) or misrepresent the ideals and causes for which they struggled and sacrificed (rebellion? revolution?)," nor may they "encourage or promote racial hatred (Reconstruction? Ku Klux Klan?)."

The guidelines are subject to such varied interpretation that they could effectively halt education in Kanawha County. Selectors are asked to assume a censor's position. Parents and teachers serving on screening committees have seen firsthand the length to which objectors go to prevent books from being used in the schools.

One parent who served commented on the insidious changes: "We compromised for the sake of peace. We now have a hidden form of censorship—self-imposed, perhaps, but we have a less-than-complete commitment to education. We will have books with a little less information and a little more reserve, a little more caution and a little less enticement to learn. By omission of materials and methods, a little here, a little there, we will whittle away at the right to learn."

It is within the classroom that the cloud becomes most dense, and it is within the classroom where its effect is most dangerous. No longer in a position of respect, teachers are threatened by the atmosphere of suspicion. Some feel beset by problems: at the mercy of the most strident parents and of disruptive students now authorized to question their authority and at the mercy of unsure principals who pursue a careful, no-conflict policy, especially in outlying areas.

Teachers wrestle with the demands of their personal standards and philosophies of teaching. How to teach, what to teach, and even whether to teach have become the questions.

—**Nell Wood**, *chairman of the English Department, George Washington High School, Charleston, West Virginia.*

A Parent Speaks

Because a primary objective of education is the development of the ability to think critically and deal intelligently with controversy, schools should expose students to instructional materials and speakers with diverse viewpoints. Inevitably, some members of the community, particularly parents, will dispute the school's presentation of ideas diametrically opposed to their own. Wherein should the balance lie between the right of these citizens to object to "inappropriate" or "offensive" materials or speakers and the responsibility of the schools to help students develop a sensitivity to and knowledge of others and their ideas?

Two requirements must be met if there is to be any hope of striking such an equilibrium: Well-defined channels must be developed for citizens' opinions to be heard and well-qualified teachers with a thorough understanding of the topics and of discussion techniques must be responsible for teaching controversial issues.

In relation to the first requirement, schools should disseminate information on materials being considered for use in the classroom in the community prior to use so far as is possible. Furthermore, schools should establish procedures for re-evaluation of materials for just cause if a citizen requests this.

While it is important that citizens have plenty of opportunity to express dissatisfaction or agreement with the choice of materials or speakers, the final responsibility for deciding who or what enters the classroom must rest with the professionals, the teachers and the administrators, and with the policy-makers, the members of the board of education.

In relation to the second requirement, in order for teachers to be well-qualified to teach controversial topics, knowledge of the topic is not enough. They must also know how to help students critically analyze the points raised in a discussion and draw their own conclusions. During the discussion of controversial issues, teachers should not assume a laissez-faire approach, allowing the articulate few to dominate the discussion.

It is particularly critical that the educators responsible for deciding what controversial issues and mate-

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rials make their way into the classroom ascertain that they are appropriate for the level of maturity of the students involved. Citizen opinion should be solicited to help make this determination.

—A parent, Montgomery County, Maryland, whose name is withheld upon request.

Students Speak

Censorship does not prepare students for the *real* world; rather, it prepares them for the ideal world of the censor. Today's real world is full of problems and controversy and is in a state of constant change. In the world today, there *are* prostitutes and homosexuals. In the world today, there *is* profanity. In the world today, there *are* violence, pollution, racial unrest, and discrimination. To tell a student otherwise by censoring those parts of the world that are not "moral" according to an arbitrarily imposed standard, is to deceive the student —to lie!

Censorship imposes a value system on students; it does not help them make their own. It teaches them to narrow their thinking into prescribed channels and to avoid controversy; it does not teach them to search out and examine all the alternatives to a problem before they make a decision. Censorship teaches a student to respond to the world's problems with conditioned reflexes, not with creative, thoughtful responses. It denies students the opportunity to respond creatively to life's problems with their own code of ethics, and, since responding to life's problems creatively is part of living, censorship thus deprives students of the chance to live fully.

Exposing students to controversial issues in a classroom is analagous to giving them polio vaccinations. In both cases students are attended to by a professional (the teacher), are given small "doses" of the potentially toxic substance (controversy), and are allowed to develop systems of defense (values) against the substance. By adhering to a policy of "no censorship," schools can help students develop the healthy attitudes they need to confront the ills of the world and to combat them.

—Carol Griffith, *student, H. W. Schroeder High School, Webster, New York.*

It appears to me that censorship serves the opposite purpose of what the censors intended. For example, two years ago, a national newscast reported that a school board in North Dakota had banned several books, including *Slaughterhouse Five* and an anthology of short stories by such authors as Hemingway, Faulkner, and Steinbeck. I went out the next day and bought the books just to see what all the fuss and excitement was about. Frankly, after reading them, I saw no reason why those books could not be read in a high school.

Any subject if properly handled can provide a real learning experience for all participants. Every book, whether it be a classic or hard-core pornography or whether it has literary value or not, says something about our society and culture. When we students are prohibited from reading and discovering, we are in essence being told not to learn.

—Pat Ferrier, *student, Farmington (Connecticut) High School.*

Pertinent NEA Resolutions

D-2. The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards. . . .

D-3. The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their life-styles but convey a negative self-concept to ethnic minority students. . . .

D-4. The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

Setting the Pace for Desegregation

By DWIGHT CUMMING
Freelance Writer, Fort Worth, Texas.

It looks hot outside, thought John Roberts, deputy superintendent for the Richardson (Texas) Independent School District (RISD) as he sat mulling over his mail one day last June, momentarily distracted from the problem at hand.

But not half as hot as this court ruling is going to make things for us in the next few days, he mused. Dr. Roberts was trying, rather unsuccessfully, to find a solution to a problem that faced more than one school administrator this past fall: How does one desegregate a racially imbalanced school to the satisfaction of everyone concerned?

A tall order indeed. But this is a story of how the "tall order" became a reality starting with a mere suggestion that became an inspired idea and then a workable solution to the problem of desegregation.

Through cooperation from all citizens in the district, not only was an all-black school desegregated, but that school was transformed into what many educators have hailed as a model for elementary education to follow in the years to come.

The story of this transformation began in a letter with a suggestion for dealing with the mandated desegregation, which Dr. Roberts received from a neighbor that confusing day last June. The RISD had recently been ordered to come up with a plan to desegregate Hamilton Park Elementary, a school in the Richardson system that was actually situated within the Dallas city limits but isolated by a district boundary, an industrial park, and a maze of freeways. The school had remained all-black partly by its isolated geography and partly by design.

Hamilton Park was established as a model black neighborhood of single-family homes in 1950, and, over the years, the growing city of Dallas had engulfed the neighborhood, isolating it from Richardson. The neighborhood had only a nominal and administrative tie with the RISD, and everyone was satisfied with the arrangement.

With Richardson parents, as with those in most communities, the matter of busing their children was not a popular topic of discussion. Hamilton Park was not a ghetto. On the contrary, it represented just what "black pride" was all about. Residents were fiercely proud of their neat brick houses with well-kept lawns and their new automobiles, campers, and boats—all the trappings of the American Dream.

The school itself, modern and well-staffed, was perhaps one of the most progressive black schools in the state, all of which had prompted U.S. District Judge William M. Taylor, Jr., to rule twice—once in 1970 and once in 1974—that Hamilton Park was "a constitutional neighborhood school." Then, later in 1974, the Justice Department appealed to the fifth U.S. Circuit Court of Appeals to rule on the Judge's definition in light of the Supreme Court's decision in *Swann*. Last spring, the Appeals Court reversed the Judge's decision and ordered the RISD to submit a desegregation plan within 60 days.

As he sat at his desk only 10 days before plans for desegregation were due, Dr. Roberts remembered what Judge Taylor had said after hearing about the reversal: "I have often said there is no case as complicated or difficult as a desegregation case."

Busing and antibusing advocates had started campaigning for their side of the story. Tempers were short and nerves jangled because of a lightning-fast turn of events.

By the terms of the Court's reversal, an acceptable desegregation plan had to be implemented when the school opened for the fall term on August 20, 1975. Yes, it promised to be a hot summer indeed, thought Dr. Roberts as he opened the letter from his neighbor.

But then he had a flicker of hope that set him to thinking. The friend sympathized with Dr. Roberts's problem and offered a solution. Other schools, he wrote, had attracted pupils outside of their present student body by offering classes for "special" students—those with learning difficulties, the mentally retarded, or the gifted. He stated that if Hamilton Park offered a unique program for pupils, he would have no qualms about sending his second grade daughter to the school.

That letter inspired what was to become the Hamilton Park Pacesetter Program—a school so strong in program, staff, and facilities that white pupils would ask to transfer there, thus implementing a viable alternative to forced busing.

On the day for the desegregation hearing, some Blacks standing outside Judge Taylor's courtroom remained skeptical of Pacesetter's acceptance by the white community.

"Black parents feel like it's time for white parents to sacrifice a little; we've done it twice already," a black mother commented, referring to a time in the late sixties when Hamilton Park high school students, once housed in the elementary schools, were bused to other locations.

Her words reflected the overall black opinion that parents would

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In development for more than two years, the K-1 materials are now in advanced testing in 29 classrooms in four states involving nearly 800 students. These activities incorporate calculators along with colorful, child-centered manipulatives to create a variety of learning experiences such as numeral recognition, one-to-one matching, sequencing and seriation and concepts of "more than" and "less than". The system encompasses eight major modules of activities which can be used to enrich more than a full year's instruction.

For upper elementary levels, a series of introductory learning activities is now being developed at LHS for use in grades 4-6. These enrichment units are designed to allow teachers to explore the unique educational potential of the calculator in such areas as problem-solving, consumer math, graphing and

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averaging, approximation and decimals. After field tests, materials for grades 2-3 will follow to expand the elementary package.

The University of Denver secondary-level program.

Two tested enrichment units will be released this Spring for immediate use in junior and senior high school classrooms. These are being developed by the University of Denver Mathematics Laboratory. The first unit focuses on selected topics usually covered in the average seventh and eighth grade mathematics courses. It is also designed for use in general or basic mathematics courses as taught for review and remedial work in grades 9 and above. The unit includes a teacher guide, basic workbook, a test package, a kit of more than 70 activities and a calculator. Subjects span a variety of areas including signed numbers, rational numbers, formulas, equations, functions, graphing and statistics.

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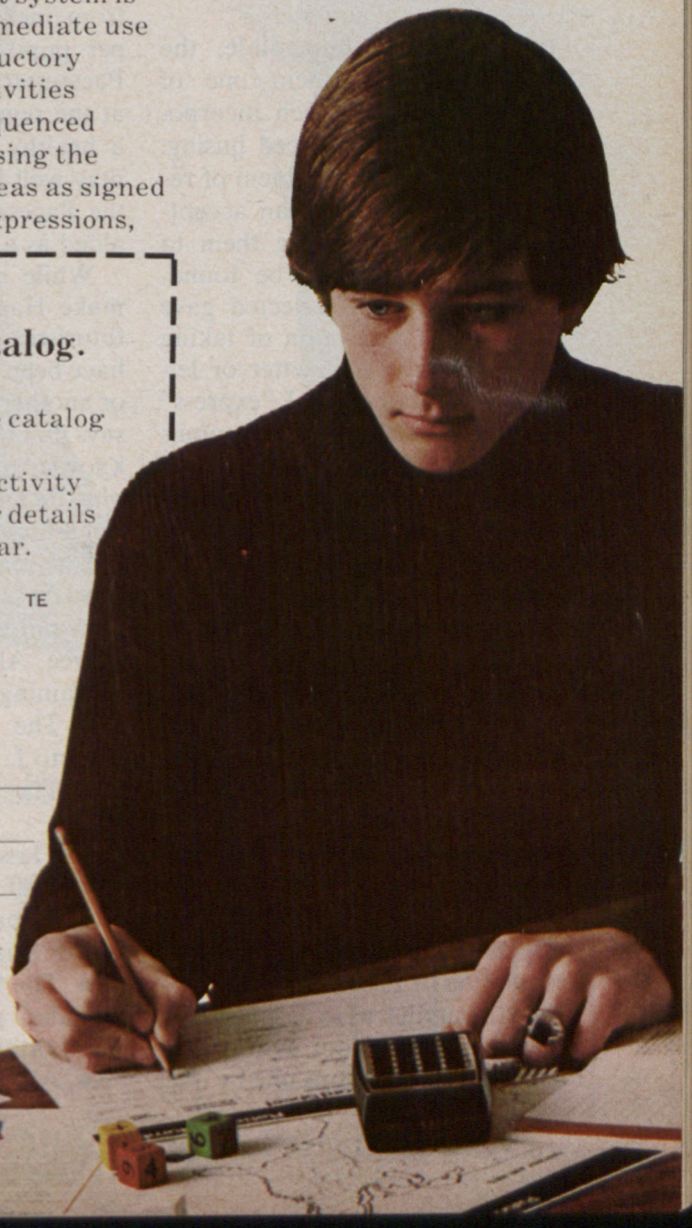

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rather see their children retained at Hamilton Park instead of having them involved in the forced busing or cluster programs that had been submitted with the Pacesetter plan for Judge Taylor's review.

After Judge Taylor had heard 10 proposed plans for desegregating Hamilton Park, he selected the Pacesetter Program with the stipulation that by August 1 the school district come up with 250 white volunteer students to match the school's enrollment of 250 Blacks.

Also, white/black enrollment at each of the six grade levels would have to be at least 50:50. (Since the building had at one time accommodated more than 800 students in grades 1 through 12, plenty of space was available to provide for additional students as well as for a variety of enrichment activities.)

If this proved impossible, the Judge would implement one of three plans, all of which incorporated some form of forced busing.

In addition to the problem of recruiting white students, an acceptable way of transporting them to Hamilton Park had to be found. The solution finally selected gave white parents the option of taking their children to Pacesetter or letting them ride a special "express" bus line that would pick up pupils at strategic points within the total school system. The service was designed to be more convenient and faster than regular bus service.

After the hearing, Richardson administrators hurriedly called teachers to a meeting in July to get their reaction to the proposed program. The response was overwhelming; although no one quite knew what the Pacesetter Program was going to involve, almost everyone wanted a chance to contribute. Teachers who were out of the state on vacation were notified, and many returned to help out in the formulation of Pacesetter.

Next, parents were notified and assembled at a school auditorium. Fielding their questions one by one, Dr. Roberts tried to quiet the fears of nervous parents and to sell the merits of the superior education their children would receive.

Within a few weeks, officials briefed the district's principals, counselors, and PTA; mailed out 16,000 letters explaining the educational and cultural advantages of the plan; started a door-to-door campaign at new residences and apartment houses; and set up a "Pacesetter Hotline" at Hamilton Park. By the closing date, more than 300 applications had been received, and 259 were approved.

"It shows that the people in the community were putting the goal of better education above all else," Roberts believes.

The Pacesetter Program is far from inexpensive. The direct cost per pupil is about $380 more at Pacesetter than the $900 per capita at the regular elementaries. That's a healthy chunk of money, but it may well be a bargain, for thus far the Pacesetter School is being heralded as a tremendous success.

While most of the features that make Hamilton Park Pacesetter a futuristic learning environment have been implemented in one form or another in other schools, Roberts says that this school is the first to his knowledge to incorporate as many plus factors as possible to solve an integration problem.

The major benefits include:

- At least 80 percent of the professional educators hold a master's degree. All have a specialized area of training and background.
- The professional/pupil ratio is 14 to 1.
- The teacher/pupil ratio is 16 to 1.
- Class size averages 19 to 21.
- Staff members include a nurse, educational diagnostician, counselor, librarian, and psychologist.
- The faculty has trained teacher aides, making a trained adult/pupil ratio of around 8 to 1.
- All students—including gifted, average, and those with learning difficulties—have an individualized learning program.
- Art, music, physical education, and foreign language instruction is available at all levels.
- A computer terminal provides for individualized programs in mathematics.
- A reading center and laboratory helps students who are experiencing reading problems.
- The school arranges for private lessons (at student cost) in art, music, dancing, and other areas.
- The Pacesetter School has an Extended School Day with time added from 7 to 8:45 in the morning and 5 to 6 in the evening during which students are supervised in play activities, television viewing, and creative activities.

The modern, one-story school hums with exuberance and an electric sense of goodwill. As James O. Griffin, principal for noninstruction at the school puts it, "Children can handle these things, you know. If we can eliminate the bias of the adult, everything's fine."

With the cooperation shown by parents, it appears that the Pacesetter School is a step in the right direction toward solving the complex problem of desegregation. □

Recent Resolution of the Association of Richardson Educators

Whereas, Richardson Independent School District has made significant progress in interracial understanding by providing quality education for all students in its district by adoption of a program of voluntary attendance at a magnet school under a program known as Pacesetter; therefore,

Resolved, That the Association of Richardson Educators, an affiliate of the Texas State Teachers Association and the National Education Association, commends the Richardson Independent School District for progress in interracial understanding, development of human relations among the residents of its district, and continued upgrading of the quality of education provided all its young people.

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NEA International Institute

Last fall, teachers from various parts of the United States took part in the first NEA International Institute in England-Western Europe —a 12-week travel-study plan exclusively for NEA members. The group spent 10 weeks in London, one week in Paris, and one week in Cologne.

Participants earned a minimum of two graduate credits and a maximum of six credits through the University of Michigan. They participated in many group study activities, such as seminars, but each also investigated a specific topic of his or her own choosing. For example, one New Jersey teacher investigated how British schools deal with gifted students.

While the NEA group was in London, the Institute of Education at the University of London assisted members in their studies.

Recently, the editors of Today's Education *interviewed two of the participants:* **Zandra Walker,** *a second grade teacher at Walter S. Stevenson Elementary School in Bellevue, Washington, a suburb of Seattle, and* **Carl Graves,** *last year's chairman of the Mathematics Department at Elsinore Union High School in Lake Elsinore, California. Their observations and opinions about the Institute follow.*

Q. How did you hear about the NEA International Institute?

Graves: I read about it in the *NEA Reporter* a year ago last August, and I got busy right away making arrangements to participate in the Institute, because that gave my board time to work out the details of a year's sabbatical leave.

Q. And what is your topic of study?

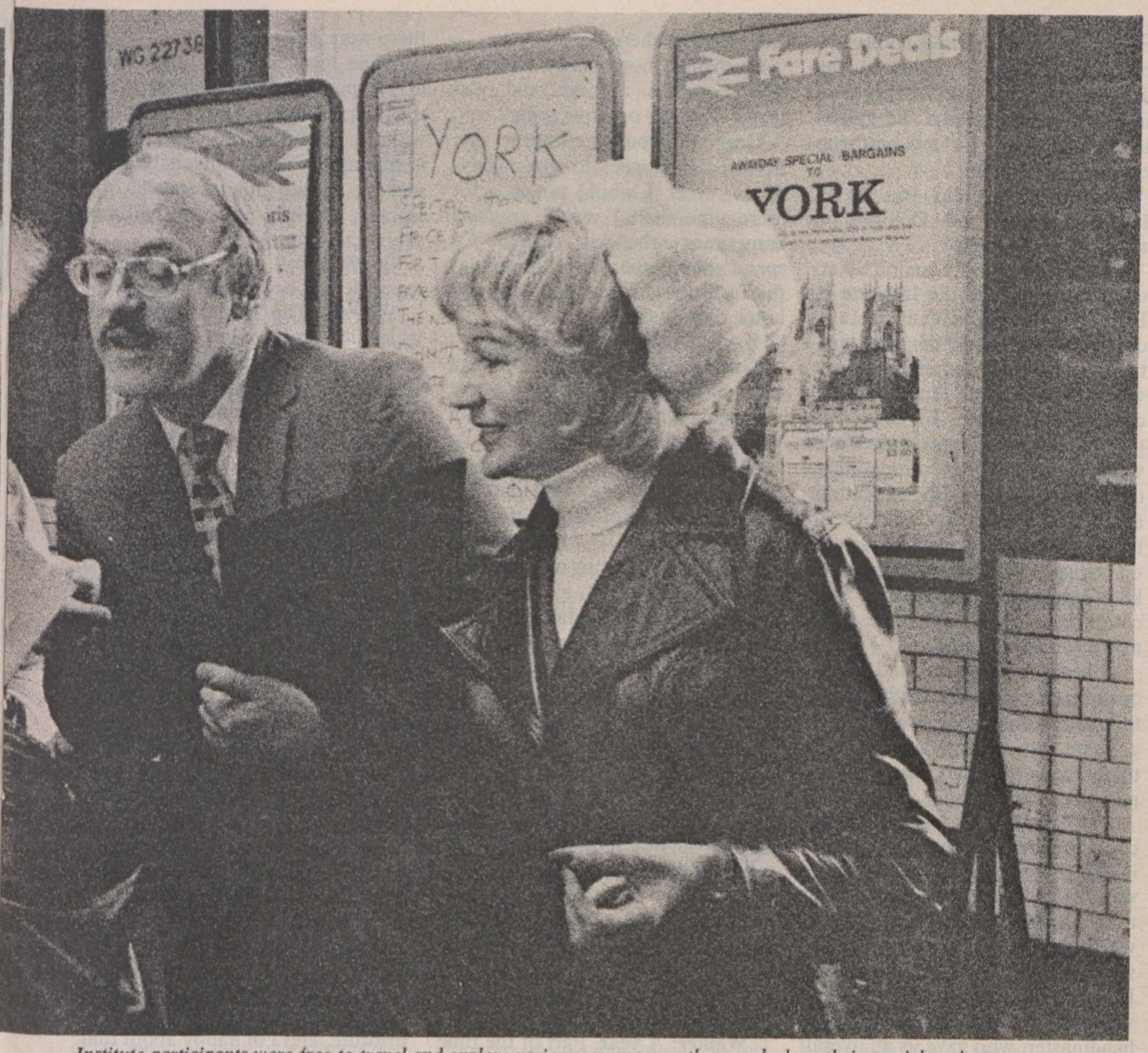
Graves: Curricular change in secondary mathematics education. I just took the two credits from the University of Michigan; I didn't take the extra four.

Walker: My goal was to gather ideas to help me set up an aesthetic education program for grades K through three in my school district —a program that will help children to appreciate the world around them through their senses.

Q. Why are you interested in this topic?

Walker: It's something we haven't been offering the children early enough in their school education in our district. As a result, I think they're missing out on something important.

I've had the experience of asking second graders, "What did you do over the weekend?" and have them answer, "Oh, nothing."



Institute participants were free to travel and explore various resources as they worked on their special projects.

And when I've pressed, "Well, you must have done something," they've replied, "Oh, yeah. Well, we went on a hike."

"What did you see?"

"Nothing."

They have not noticed what there is to be seen. I feel that this kind of seeing can be taught. Only a few children come by it naturally.

I believe that if teachers helped students to become aware of the world around them—and its aesthetic characteristics—students would gain more happiness from their lives and be more interested in the world around them.

In my observations at schools in London, Paris, and Cologne, I had an opportunity to see what these foreign schools do to train children in this kind of education. As a result of my observations, I've concluded that the British, French, and German schools do not have many more formal programs in this area than we do. However, in their teaching the teachers stress the aesthetic side of classroom studies and activities either because of personal commitment or a lead from the personal feelings of the head teacher.

But I was excited about what some of the museums and galleries in London—especially the Tate Gallery—are doing in aesthetic education. In the last 10 or 15 years, the Tate has developed a wonderful educational program to

help schoolchildren and adults appreciate and get involved in the arts. I spent a good deal of my time in London in museums and galleries getting ideas for my aesthetic education program.

Q. Carl, what did you do in London, Paris, and Cologne in terms of your project?

Graves: Well, in London, I attended seminars at the Institute of Education at the University of London with Zandra and the other participants. These seminars, which were offered three times a week, consisted of lectures by noted English educators, who presented their views on British education today, the history of British education, and the problems the schools are facing. In order to do the research on our specific topics, we had to be knowledgeable about British education in general, and these seminars satisfied this need.

Other seminars consisted of discussions in which the Institute participants discussed where they had gone to get information for their topics, what they had seen, their experiences, and so on.

I also visited schools on my own or with other Institute participants in the three cities. In one school I went to by myself, I reported right to the math instructor and spent the whole day with him. In some other schools that several of us visited in London, we spent part of the day with the headmaster or deputy headmaster, who gave us an overall view of the school and the community it serves. These people gave us the red-carpet treatment.

Q. Did you always go to the secondary schools, since your topic is curricular change in secondary mathematics education?

Graves: Not always. In London and surrounding areas, I went to primary schools, a boys' grammar school, a girls' grammar school, mixed comprehensive schools, and a polytechnic school. And then, of course, I visited Cambridge and Oxford with Zandra and the other American teachers.

Q. About how many hours a week, on the average, did you spend working on your topic?

Graves: I would hesitate to say. It varied from week to week. Maybe one week I would put in a lot more time than I would another. Sometimes when it rained, I'd spend more time at the library at the Institute of Education or in my hotel room writing my paper.

Q. Did you keep a daily log?

Graves: Yes. Most of us kept a diary of what we were doing, where we went, what we saw, and with whom we talked.

Q. Could you give me an idea of what a typical day was like?

Graves: A typical day for me would start at 7:30 with breakfast at the hotel or out in a restaurant. Then at about 9:00, all the teachers might meet in the hotel with the NEA coordinator for some instructions about business regarding the Institute.

From 10:00 to noon, I might have attended a seminar at the University of London with the others. In the afternoon after lunch, some days I might have visited a school or read in the library or met with a British educator or gone to a museum. In the evening, I would have dinner and then go to a play or the Royal Ballet or visit with friends in a favorite pub.

Q. Carl's sabbatical is for a year, Zandra, how long is yours?

Walker: A year. Part of the time I spent with the NEA International Institute and part of the time I have been observing aesthetic education projects in schools in New York, Pennsylvania, and California.

Q. I assume the teachers and school board in Seattle have a negotiated contract that provides for sabbaticals.

Walker: Yes, 1 percent of the faculty may be awarded sabbaticals every year at two-thirds salary. An eligible teacher must have taught seven years in the system. There are 12 on sabbatical this year; last year, there were 13.

When teachers apply, they have to be pretty specific about what they plan to do. And I feel that without the NEA program, which is affiliated with a university here and one abroad and has specific objectives, I might not have had my sabbatical approved.

Q. Will you have to submit a report to the board of education?

Walker: The agreed-upon plan is for me to develop an aesthetic education program for elementary school by submitting a report to both area superintendents and by making a kit for my own use in my own classroom.

A. Are you writing a paper on your topic, Carl?

Graves: Several of the participants, including myself, have two to write, one for the two-credit course at the University of Michigan and one for the school board in order to justify the sabbatical.

Q. Zandra, are you taking the four-credit course offered by the University of Michigan in addition to the two-credit one?

Walker: Yes. In the school system where I teach, teachers are required to earn 12 credits every six years no matter how many degrees they have. I have had trouble in the past getting the university courses I have taken accepted for this purpose.

My district will accept the six credits from the NEA International Institute, and I'm happy about that.

Q. Zandra, you mentioned the specific objectives of the Institute in relation to getting your sabbatical approved. Do you feel the Institute met these? For example, have you acquired "in-depth knowledge and understanding of the role of the teacher in at least one aspect of English education"?

Walker: Yes. The one thing that I've been most interested in is the fact that the head teacher in English schools is not regarded as an administrator or a boss but as an educator whose philosophy is re-

flected in what goes on in the classroom. He or she does not evaluate the teachers' performance.

I think the roles of the British teachers are much the same as those of American teachers. One weekend while I was in England, another Institute participant and I spent visiting with a couple who are teachers—members of the National Union of Teachers (NUT), which is roughly the British equivalent of the NEA. We learned that they see their roles very much as American teachers see theirs.

Q. Now let's consider the next objective: Have you acquired "an awareness of the relationship of British teachers with local authorities"?

Walker: Yes, definitely. I think the relationship is more complicated than ours.

Graves: Well, it might *seem* complicated because everybody has a finger in the pie, including the teachers. Generally speaking, the chain of command goes from the headmaster to the governing body (managers or governors), which reports to the education committee (representing teachers, councillors, justices of the peace, etc. and in control of the schools' budget). These report to the local education authority, and the chain continues on up to the Secretary of State for Education and Science.

Q. Then, let me ask about the third general objective: Have you developed "an understanding of the value and scope of the profession of teaching" in British society?

Walker: Yes, I feel that I have. When I spent the weekend with the teachers from the National Union of Teachers, I had the opportunity to meet two older couples who were also teachers. Their views about the profession of teaching differed from those of our host and hostess in several respects. For example, the older couples, who were high on the salary schedule because of many years in the profession, felt the salaries and prestige of British teachers were adequate. Our host and hostess, who were comparative newcomers to the profession, did not hold this view.

Q. Was the program as it evolved what you expected it to be?

Graves: It was really more than I expected. The staff at the Institute of Education at the University of London went all out to give us what help they could to schedule us for visiting schools and other activities. As they pointed out to us, "Tell us what you want, and we will help you get it."

Q. What are the weaknesses of the program?

Walker: I think the program could have had a little more structure in the beginning. After we had arrived in London and recovered from jet lag, I would have liked a few more planned sessions those first few days—seminars at the University of London and school visits. But, of course, we were the first group, and that may have been the reason for the slow start.

Graves: One of the drawbacks is the cost. Many teachers, I am sure, especially married ones with children, would not be able to afford this experience. Of course, all teachers would not apply for sabbaticals.

Now this drawback is not confined to the NEA International Institute. It's a weakness of our educational system that not all teachers can afford to take sabbaticals, let alone go on this Institute. I do feel NEA should support national legislation to make matching funds available to states interested in enabling teachers to take sabbaticals.

Q. What are the strengths of the program?

Walker: Flexibility is the big strength. The program allows participants to pursue their individual interests.

Graves: One of the strengths is the fact that the Institute of Education at the University of London could accommodate all of us, helping us to follow our individual courses of study. The Institute library is extensive, and this proved to be a plus.

Another strength was that because we were in England for 10 weeks, we were able to see the British culture in depth—a culture that is different from ours.

Q. Overall, do you think the NEA International Institute is worthwhile?

Walker: Oh, definitely. As a matter of fact, I was surprised and impressed by all the activities it offered, and I really feel Institute staff made a big effort to cover exactly what they said they would. Furthermore, I was amazed that they were able to give us the freedom to work as independently as we did.

Graves: I agree with Zandra. I think the program is educationally worthwhile. But a great deal of how much an individual got out of it depended on what he or she put into it.

In other words, we were not herded like children and given a list of places we had to go and see and a list of things we had to do each hour of the day with bells ringing and this kind of thing. Having spent the money we did to go on the Institute and having as much interest as we do in our subjects, most of us went at it full force, putting our efforts into doing useful research.

Q. Would you recommend the Institute to other teachers who are planning sabbaticals?

Walker: Yes, I certainly would. In almost every case, I think the program could accommodate them.

Graves: It's a wonderful program and a wonderful opportunity for any teacher who can afford to take part in it. Here's something tailor-made just for teachers who want to go on sabbatical, so I recommend it highly. □

For more information about this Institute and the NEA International Institutes in Japan-East Asia and Mexico-Central America, contact NEA International Institute, 1201 16th St., N.W., Washington, DC 20036 (Attention: Ms. Natalie Gladstone).

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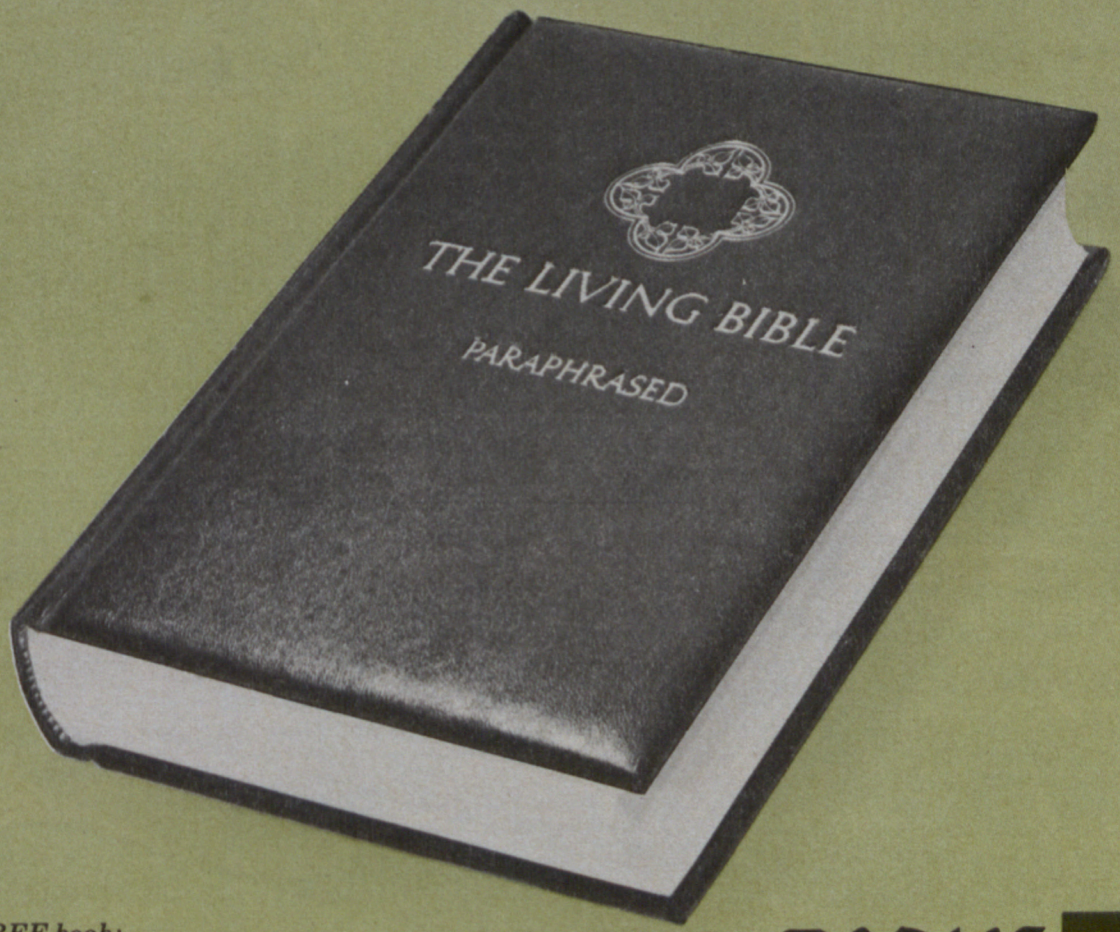

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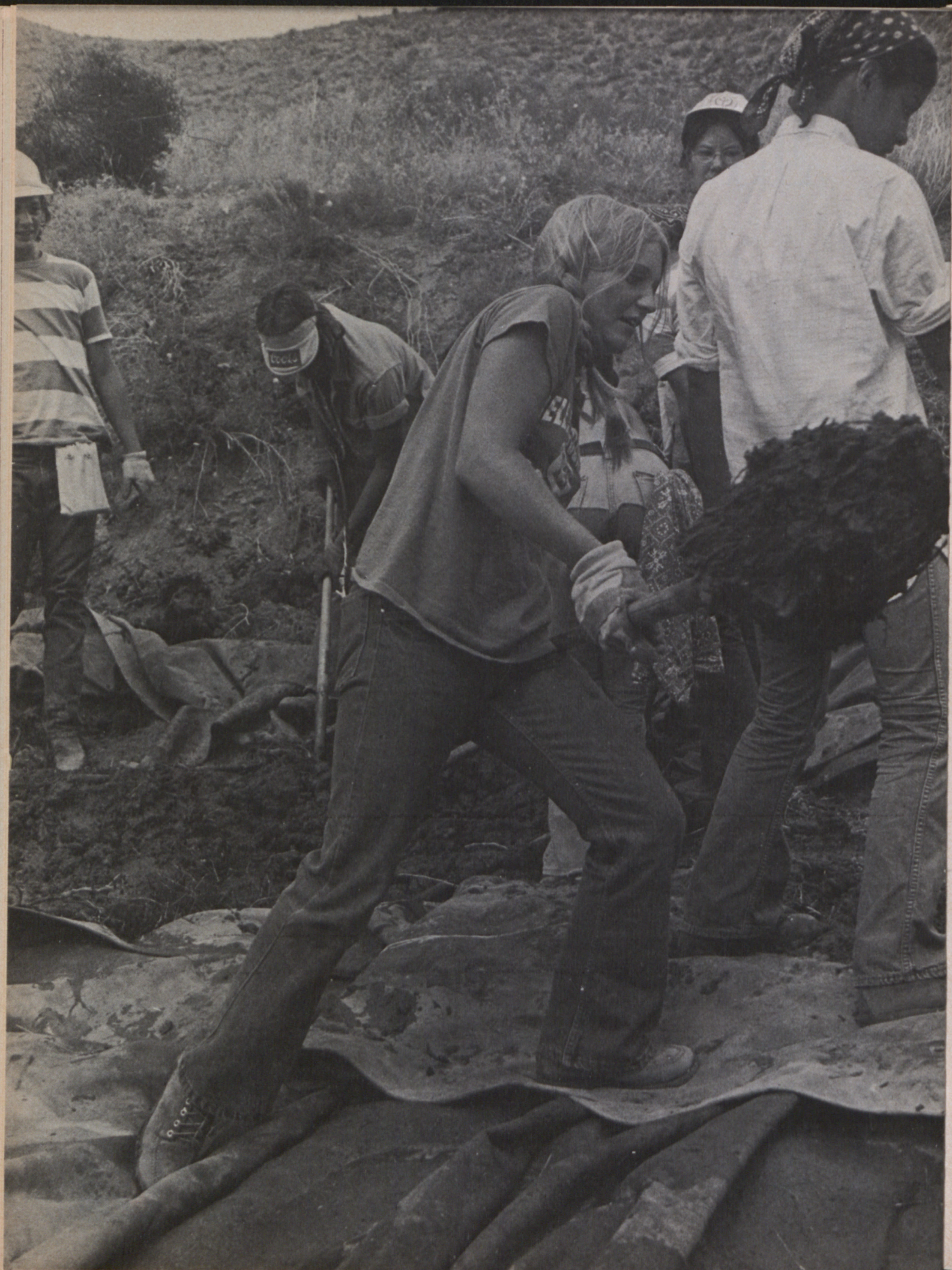

They Really Dig the YCC!

By **SIDNEY DORROS**
Former Classroom Teacher and School Administrator; Former Director of NEA Publications.

Are you tired of being offered as solutions to the awesome problems of today's youth more of the same conditions that created the problems in the first place? I am.

Let me give a few examples of what I mean: greater permissiveness to remedy problems caused by excessive permissiveness, even less direction for problems caused by lack of adequate adult direction, and almost complete abdication of responsibility for inculcating values as a solution for problems caused by lack of a common value system.

Recently I've had an opportunity to learn about a federally sponsored program that has had great success with thousands of youth during the past five years in alleviating these problems while building very important values and skills.

The name of the program is the Youth Conservation Corps (YCC). If you're not familiar with it, don't feel embarrassed. Administered by the U.S. Departments of Interior and Agriculture in cooperation with state governments, it has been dubbed "the only remaining secret program in Washington." I assume it has remained relatively unpublicized for the following reason: Although it's a relatively uncontroversial federal program that works, it would cost a substantial amount of money if demand for it were to increase.

Even the famous pollster George Gallup, who advocated in the September-October issue of *Today's Education* the establishment of "a new kind of conservation corps" similar to the Civilian Conservation Corps (CCC) of the 1930's, seems to be unaware that the Youth Conservation Corps exists.

The basic objectives of the CCC and the YCC are similar, but I think the YCC offers several significant improvements over the CCC in structure and program.

The YCC includes a younger group (15- to 18-year-olds) than did the CCC and works with them summers *before* they get bored and drop out of school, *before* they get discouraged about getting a job, *before* they are alienated from society or go on drugs or develop racial and class animosities.

Unlike the CCC, the YCC seeks to recruit a cross section of our population, including both sexes. The YCC is for everyone. This is important because as Gallup points out, "Children from so-called better homes are not behaving appreciably better than those from less advantaged ones."

The objectives of the YCC program are for participants to—

Learn about the natural environment.

Learn to use, manage, and protect natural resources.

Accomplish needed conservation work.

Be gainfully employed.

Acquire increased self-discipline and self-dignity.

Work and relate better with peers and superiors.

Build lasting cultural and communications bridges among youth from various backgrounds.

The YCC is phenomenally successful in achieving those objectives. That is attested to not only by the official evaluations conducted by the University of Michigan Institute for Social Research, but by the comments of YCC participants, parents, and staff and by local newspaper articles describing YCC programs throughout the country.

It is refreshing to read reports indicating that more than 95 percent of YCC participants enjoy their experience and feel it is worthwhile, hardly any drop out for reasons associated with the program, and significant learning about conservation and ecology takes place.

In many camps, the assessed value of the work projects alone almost pays for the entire cost of that YCC program, including the educational and recreational activities.

At Catoctin Mountain Park in Maryland, for example, every $1 of the 1975 YCC budget resulted in $.95 worth of paths, stream improvements, recreational facilities, and other physical improvements to public parks. For the program nationwide, the average value of projects accomplished equals more than three-quarters of each dollar spent on YCC including national administration and overhead costs.

To me, the most impressive as-

◀ *At Belle Fourche in South Dakota, as in other YCC camps, work is tough, but it has meaning.*

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pect of the YCC has been the effect of the program upon my 16-year-old daughter Carol, who was one of the lucky few to participate in the program last summer. My wife and I have noted positive and, so far, lasting changes in her personality including greater self-confidence and dignity, increased ability and interest in carrying out many kinds of physical work, more social poise and ability to work and play with all kinds of people of both sexes, and a much happier outlook on life. All this, plus net pay after expenses of about $350, is a great deal to get from eight weeks of one summer.

The significance of the YCC for our daughter is pleasantly impressed in the memories of my wife and me by an experience which we refer to as "The View from the Bridge."

On Parents' Day we visited Carol at the YCC in Catoctin Park. We had never seen her look so happy or proud. She was standing on a sturdy wooden bridge that she and nine other members of a work crew had built as part of an elevated nature trail in the marsh adjoining Owens Creek picnic ground.

"I never worked so hard in my life," Carol had told us after we inspected the trail, "and I never had so much fun."

"How come you enjoy working hard here and usually avoid easier chores around home?" my wife wanted to know.

"Because here I work with other kids. We can complain to each other and encourage each other, and together we accomplish something really big and useful. Seeing our trail being used by park visitors makes all the sweat and aggravation over our mistakes seem worthwhile."

"You mean to say that with all the staff they have here and the detailed plan you were given at the beginning of the summer, you still made mistakes?" I asked.

"Well, we could never have managed at all if the staff hadn't laid out the basic structure for us, but lots of decisions were left up to us. We learned from our mistakes, and most important of all, we learned how to get along and work with each other. In my opinion, the program is really excellent. What do you think, Dad?"

"I think it's so successful," I replied, "that many teachers could get some ideas from YCC for improving their teaching, especially for reducing restlessness, improving discipline, and dealing with several other problems in most schools."

"Well," Carol replied "as you know, most of the senior staff members of YCC *are* teachers during the school year. Problems here aren't as hard to handle as they would be in the classroom. Kids who are dog-tired from hard physical work are not likely to be very restless. And, as far as discipline is concerned, one reason there's so little difficulty is that everyone likes being part of YCC and doesn't want to mess up the right to stay at camp.

"The staff enforces some strict rules about a few things like bedtime and no drinking or drugs, and being kicked out is the penalty for the worst offenses. The Student Court handles other cases. They're not soft either, but they always explain the reason for their punishment. I don't mind the rules and discipline because we have a lot of freedom, too, and they treat us like responsible people."

Later, when my wife and I talked with Jim Schafer, the program director, he confirmed much of what Carol had told us. (An Association member, Mr. Schafer teaches social studies at nearby Catoctin High School.) He was very enthusiastic about the value to teachers of working for the YCC in the summer.

"Here teachers have an opportunity to work with youth under physical conditions quite different from those they are used to, and they have a chance to be more creative than in a conventional school situation. They take back new ideas to the classroom just as our young people do.

"Teachers as well as YCC participants enjoy and benefit from the close interpersonal relationships between youth and adults. The camper-staff ratio at residential camps like ours is much smaller than the pupil-teacher ratio in almost any school. At Catoctin, for example, we have a staff of 14, counting youth leaders, for about 40 corps members."

Teachers who are interested in working on any kind of YCC project or who wish information for their students should communicate with one of the following:

Director, Manpower and Youth Conservation Programs, U.S. Department of Agriculture, Forest Service, Washington, DC 20250; or Director, Office of Manpower Training and Youth Activities, Department of the Interior, Office of the Secretary, Washington, DC 20240.

One of the most appealing features of the YCC program is that it provides a new environment, new people, and new kinds of experiences. Even though the schools cannot hope to provide these sorts of stimuli, I believe that they could benefit by introducing several of the basic methods YCC uses to meet the needs of youth and society.

Here are just five suggestions to stimulate educators' imagination and action:

1. Practice a high degree of school and teacher autonomy in developing school programs under broad national, state, and local goals and guidelines.

School board members, administrators, and parents please take special note of this first suggestion.

"Teaching successfully in today's schools requires the freedom to improvise responses to unanticipated moments and opportunities. It necessitates flexibility . . ." declared

NEA Executive Director Terry Herndon in a recent speech (National Press Club, October 9, 1975).

He went on to tell how some school systems directed from the top induce "conformity rather than creativity" and how "teachers are denied the excitement of formulating their own programs and accounting to their colleagues and patrons for the results. Instead, even the most competent are frequently reduced to the repeated performance of specified tasks, in specified ways, at specified times, in specified stations."

Contrast this description of a prevalent school condition with the first "secret of YCC success" named by Jim Schafer in our interview with him:

"Autonomy in planning each camp's own program under broad national goals and administrative policies elicits the most creative thinking and enthusiasm and enables us to adapt to specific local needs and conditions. When people feel their program is their own, they give more to it and get more out of it."

This should apply to schools as well as YCC.

2. Do thorough teacher planning in advance, but allow for changes and for meaningful student involvement.

A factor that has contributed to the effectiveness of the YCC program at Catoctin seems to be the detailed plan distributed to all corps members in advance of their arrival at camp so that they and their parents know exactly what to expect.

The program, which uses many different kinds of resources and methods, includes field trips, presentations by experts from outside, learning by doing, and work experience.

3. Establish adult-conceived standards and rules for the classroom and school.

In the name of "democracy," many school leaders have taken the position that teachers should not impose their own values on students. Thus, many teachers are discouraged from working toward one of the most important purposes of our schools—the development of a common core of values. I believe, however, that it is not reasonable to expect children of elementary or even high school age to develop philosophies and codes of behavior that require the combined wisdom and experience of our entire social heritage.

4. Help provide many opportunities for students to work, work, work.

Hard physical as well as mental work, group work, and socially useful work are probably among the greatest unmet needs of most youth today. The YCC program has shown that suburban, affluent youth are as hungry for and benefit as much from such work as do the inner-city poor.

Furthermore, the effectiveness of learning by doing is one educational practice that has stood the test of time. Through new emphases in career education and other influences, many educators are now coming to believe that academic or theoretical learning and learning how to work in the "real world" should be related more than they have been in the past. Therefore, teachers are urged to stretch their imagination and ingenuity to help provide youth with many more work experiences related to school and the outside world.

5. Foster student leadership.

Today's Education has carried many dramatic stories about how teachers have improved discipline and learning by recognizing, developing, and enlisting the aid of student leadership.

More than 95 percent of the YCC participants enjoy their experience and feel it is worthwhile.

However, traditional academic programs do not offer as many opportunities for significant student leadership as do work projects. Another great block to the practice of student leadership in schools is the reluctance of some teachers to allow young people to learn "the hard way," that is, by making mistakes. Sometimes, in order to develop leadership and learning we have to risk rather serious errors.

"The main thrust of our YCC program is to develop leadership," Jim Schafer told us. "We've created as many leadership opportunities as possible."

In summary, this article suggests several methods teachers or administrators can adopt from the successful YCC programs to simultaneously provide both greater freedom and greater order in school and society.

These methods include coupling strong teacher direction with strong student involvement; fostering group action as well as individual responsibility; setting clear standards and value systems while providing opportunity for students to question, modify, develop, and make such values their own; and providing opportunities for challenging, socially useful, physically active work.

Many of us who grew up in an era when excessive permissiveness and lack of clear direction by adults were the rule have had to wait 20 years or more to find out the error of such practices. We cannot afford another 20 years of the same. □

Urban Education Problems
– Shadows that scare me

By H. B. PINKNEY
Assistant Superintendent for Instruction, Richmond, Virginia, Public Schools.

. . . if those who are charged with the responsibility of teaching [the disadvantaged urban child] believe that he cannot learn, then his motivation and ability to learn may become impaired. If a teacher believes that a child is incapable of being educated, it is likely that this belief will in some way be communicated to the child. . . .
—Kenneth B. Clark.

Schools assume that middle-class students are able to learn, and they do. Similarly, schools assume that lower-class students cannot learn, and they don't. Teachers and administrators who work with the latter are much too prone to make judgments about them—and without adequate research.

Not all, but far too many, educators spend too much time trying to determine the fate of urban children, toward whom some of them openly demonstrate negative attitudes. Almost daily one hears teachers and administrators saying and believing such statements as "The children can't learn, and they'll never be able to read." These self-fulfilling prophecies reinforce low expectations.

Somehow, we members of the black community—students, parents, leaders—must help straighten out those who elect to serve as judges and who, in doing so, succeed in determining the fate of many urban children. It is up to us to prove to the doubters that there is real hope. If the black community displays indifference, then education for a large percentage of urban students will improve at a snail's pace or not at all.

Near the end of the turbulent 60's, comedian Dick Gregory wrote a book, *The Shadow That Scares Me* (edited by James R. McGraw. Doubleday, 1968), in which he speaks out on such topics as racism and oppression that frightened him.

Having spent almost two decades of my professional career in public education, all in large urban school systems, I am compelled to speak out on the shadows confronting urban education today that scare me and millions of other Americans, black and white.

No one would deny that the injustices black people suffered for hundreds of years had become intolerable by the 1960's. No one would deny that the "revolution" accomplished some things, especially for black Americans. And only a few would deny that black teenagers, through their dedication and courage during the 60's, played a major part in whatever success Blacks now enjoy.

Today, however, no observer can deny that many of the fads spawned among Blacks by the revolution—colorful dress or lack of dress, platform shoes, "doing one's own thing," black studies, black identity, soul-brother and Shaft-Super Fly movies—have proved to be void of real purpose, meaning, or worthwhile goals. In bringing us together as a race or in producing a concerned generation of black youth, these fads have failed quite miserably.

It is unfair for anyone to make value judgments. *All of us* are to blame for these shadows. Nevertheless, mounting evidence tends to suggest that many black students are spending far too much time doing their own thing or just "jivin," to the neglect of developing or improving their learning skills.

Black students must recognize that it is they who will write the black future. They must realize that what is important is not the cut of one's clothes or the height of one's heels but the knowledge and skills one acquires.

There are no acceptable excuses for their seeming lack of concern for education at the middle, senior, or college levels. Black students must learn that the future of urban education depends as much upon their concern and acceptance as it does upon the "system" or anyone else's concern and acceptance. And regardless of how they may rationalize, education is still one of the great ladders of social mobility within our society.

Education and learning form a two-way street; they require the real involvement of the learner and of those who instruct or teach.

While we may agree with Martin Luther King, Jr., that "the job of the school is to teach so well that family background is no longer an issue," research clearly indicates that, to a considerable degree, what a school does and can do is determined by the status, ambitions, concern, and involvement of the families it serves. The school needs the full support of the community and the community needs the full support of the school.

We in the black community, our leaders included, had better shed our apathy and realize that passing the buck will not solve the problems of urban education or help our children survive. We can no longer afford to offer the same old excuses over and over again. Real as they may be, they will neither help nor remove the shadows.

Finally, *all* of us Americans must realize that it is *our* responsibility to save *all* the children. Unless we all put our words into concrete action, the future of this nation may indeed be in jeopardy. □

The New Arts Education

By CHARLES B. FOWLER
Former Elementary and Secondary Music Teacher; Presently Washington, DC, Journalist, Consultant in the Arts, and Education Editor, Musical America.

After many years of focusing primarily on the talented, arts programs are now striving to reach every student. The new approach, called "aesthetic education" or simply "the arts *in* education," infuses the arts with all the subject matter in the curriculum. According to Webster, *infuse* "implies the introducing into one thing of a second that gives life, vigor, or new significance." The idea is that the arts and other subject matter can mutually nourish one another.

The new arts education recognizes that the arts *are* basic education. They represent fundamental ways of knowing.

Each art form uses a symbolic system (code) to communicate and store "information" about life, particularly the emotional fabric of human existence. In learning to express themselves through these codes and to "read" or decode the symbols of others, students develop sensory awareness and perceptions that are valuable tools in the total educational process. Seeing, hearing, moving, touching, and feeling become ways to motivate students to want to learn. In this way, the whole range of human resources is engaged in the educational process.

The new arts education treats the arts *as part of,* not apart from, everything that goes on in schools. When students study a butterfly, for example, they can supplement and enhance their study of its biological components by looking at its aesthetic components—its color, design, and symmetry. In this way, the arts are presented, not as separate and isolated realms, but, as John Dewey advocated, in total continuity with life.

The new arts education also encompasses all the arts and is not limited to visual arts and music. Theater, dance, filmmaking and photography, and creative writing join with visual arts and music to provide a variety of symbolic systems for students to explore their expressive and communicative potential, their creative possibilities, and their processes of thought and feeling.

Exposing students to all the arts is important, for it permits every student access to a medium he or she can use successfully. "All the arts for every child" is emerging as the motto of the new arts education.

The arts invest the teaching and learning environment with a more human quality. Richard Powers, an English teacher in Robert E. Lee High School in Baton Rouge, who is one of 42 teachers incorporating the arts into English and history in the parish (district) schools, says the approach has transformed him and his teaching. "To me, the arts approach now seems normal and everything else dull and rigid. I've had to work hard using this approach, but it has turned my life around. I have even started writing again after many years."

His eleventh grade students are just as enthusiastic. "It would be painful to learn English and history without the arts," says James Brown. "Before I got into this class," Cindy Thompson declares, "history and English were nothing but reading and doing reports."

Now the students use the arts as an *entrée* to each period of American history, singing the music of the period and dancing to it; interpreting events through visual arts; making films about the period; and dramatizing its literature, debates, and documents.

The arts can add a new and valuable dimension to almost any subject matter. For example, a New York State science teacher found that movement could be used to teach molecular structure to a ninth grade class of low achievers.

At first the students formed themselves into structures they identified in life—the family, bridges, buildings, etc. Through choreographing patterns of movement and group dynamics, they gradually discovered how elements work together and structures function. Then, they replicated the molecules in oxygen, devising movements to feel kinesthetically the relation of the molecules. Sounds of the chemistry lab were used to create an electronic "composition"—a structuring of audio elements on tape. The relationship of parts (structure) was also an important consideration in creating a projection of colors and images to accompany the sounds. In these ways, the arts were used to get inside the dynamics of the concept of molecular action.

While these examples are on the secondary level, the approach is equally applicable to the teaching of any subject in elementary school.

One elementary teacher teaches reading through the arts, using the sensorial approach to reach children who cannot be reached easily through more traditional approaches. At first, this teacher invites the children to "move the way you feel." Then, she asks them to "create a pattern with a friend." In so doing, the pupils discover repetition and alternation.

The next step is for the children to discover and create visual patterns, heightening all their visual perceptions—a quality necessary to distinguish letters and to read words. The teacher ties the work with patterns directly to understanding nouns and verbs as words which create patterns that communicate.

Other teachers use creative drama to bring storytelling and reading to life and to teach basic understandings about people.

Mathematical concepts—subtraction, addition, multiplication, division, and even fractions—can be given concrete realization through various art forms.

The new approach has also been used successfully in teaching the handicapped. Susan Christopher, a teacher of hearing-impaired students, who taught for two years in the IMPACT Project schools in Columbus, Ohio, used music to develop the aural perception that is necessary for natural speech.

She observed that the flow, rhythm, inflection, phrasing, and accent found in music could be applied to language and that the choppy speech patterns characteristic of the hard-of-hearing could be improved through music. For example, she told her students to think of cadence in speech—rhythm and inflection—as equivalent to cadence in music.

In one class, Ms. Christopher and her students made a sound track (tape) for an imaginary trip to different planets the children had invented. For the windy planet, the children had to produce blowing sounds (legato); for the bubbly one, popping sounds (staccato). "Listening to their tape was a lesson in auditory awareness," says Ms. Christopher. "The art form—in this case, music—gave the children a reason to create sounds in a meaningful context. The experience internalized the learning."

Note that all these approaches represent a process, not a mere explaining of a fact or a concept. They use the arts as a means of letting young people discover concepts for themselves.

Arts teach people from the inside out, rather than from the outside in.

◀*A children's theater troupe in the New Orleans Public Schools brings storytelling to life by acting out the enchanted forest scene.*

The distinction is fundamental—the difference between creative and rote learning. It is the student's own personal experience that provides the information.

The examples given here show how the arts can enhance subject matter learning. They prove that where the arts are treated as frills, they are also, inevitably, underestimated. At a time when people are alarmed by allegations that high school graduates lack basic skills or that the national dip in SAT scores represents a decline in learning, the arts can serve as a resource to reinforce learning.

In the Columbus schools that have participated in the special IMPACT program (in which the arts are central to the core curriculum), reading and mathematics scores have increased substantially over the six years in which the program has been in effect. Probably the most dramatic rise in achievement occurred at the Eastgate School in 1973-74, the school's fourth year in the program. Seventy-nine percent of sixth graders that year scored at or above grade level in reading vocabulary, 65 percentage points higher than the previous year's sixth grade, of whom only 14 percent had scored at or above grade level.

The student population of Eastgate is 100 percent minority with 34 percent of the children receiving ADC (Aid to Dependent Children).

By using the arts to make the world around students become alive and meaningful, the total learning environment improves.

Since this approach is still relatively new, teachers who want to use it must experiment on their own. Most arts specialists, however, are willing to assist classroom teachers in the infusion process. The danger, as usual, is one of going to extremes.

The examples described above illustrate that infusion does not mean "correlation" or "integration," concepts that flared and failed in the 1940's and early 50's. (Correlation meant that when the students were studying China, the music teacher scheduled Chinese songs for the class, and the art teacher asked the students to create a Chinese dragon.) Aesthetic education teaches more than an understanding and an appreciation of the arts. Because it recognizes that poverty of sensitivity and feeling accounts for the numbing nonexperience of life, it employs the arts experience as a vehicle to link students meaningfully with their total environment.

Ideally, aesthetic education causes people to grapple with the harmonious and discordant elements of life, from the effects of design or nondesign on shopping centers to the need for open space and trees in the cityscape. It is a matter of consciousness-raising.

Aesthetic education, then, enlists all the senses in learning. The arts process, rather than the product, draws students into the subject matter. It is this kind of sensory interaction with the world that makes the student a participant in it, rather than a mere spectator of it.

The new arts education does not preclude special arts offerings designed for the talented. Nor does it imply that the arts become completely submerged in the process of service to the subject matter.

Janet Robbins, music resource specialist in the Columbus schools, says that it is important to relate music to other subject matter and still maintain the kind of musical experience students should have. "We must learn to look at the total world and see music. We can't take children away from their world. The arts and all subjects must merge and emerge within it."

Launching a program in the new arts education takes advocates and support. In order to do this, a core of interested persons, including the principal and several teachers, must work cooperatively with the arts specialists and make use of the arts resources available within the community.

Since many classroom teachers have limited backgrounds in the arts, packaged aesthetic materials are one way to begin. During the first two years that these are used, teachers can learn how to adapt and relate them to the total educational program. Eventually they will teach everything aesthetically.

A catalog entitled "The Five Sense Store" and describing packaged materials developed by CEMREL's Aesthetic Education Program is available from The Viking Press/Lincoln Center for the Performing Arts, 625 Madison Ave., New York 10022. The 12 packages available at present provide learning experiences in all subjects incorporated in the arts. They are included in three series, "Aesthetics in the Physical World," "Aesthetics and Arts Elements," and "Aesthetics and the Creative Process."

Other resources for those who wish to consider this new approach are: *The Bee Hive: The Arts in Early Education*, published by CEMREL and the JDR 3rd Fund and available at $5.50 from CEMREL, Inc. (3120 59th St., St. Louis, MO 63139); *Aesthetics in Environmental Education: A Multi-Disciplinary Resource for Curriculum Development* (Pub. No. 5500) published by and available for $2 from the Wisconsin Department of Public Instruction (Publication Sales, 126 Langdon St., Madison, WI 53702); *Relating the Arts* by Donald Gingrich and *Integrating Music with Other Studies* by Mary Ann Mulligan published by and available at $4.95 each from The Center for Applied Research in Education, Inc. (521 Fifth Ave., New York 10017); *The Arts Process in Basic Education* published by and available at no charge from Pennsylvania Department of Education (Bureau of Curriculum Services, Arts in Education, Box 911, Harrisburg, PA 17126). □

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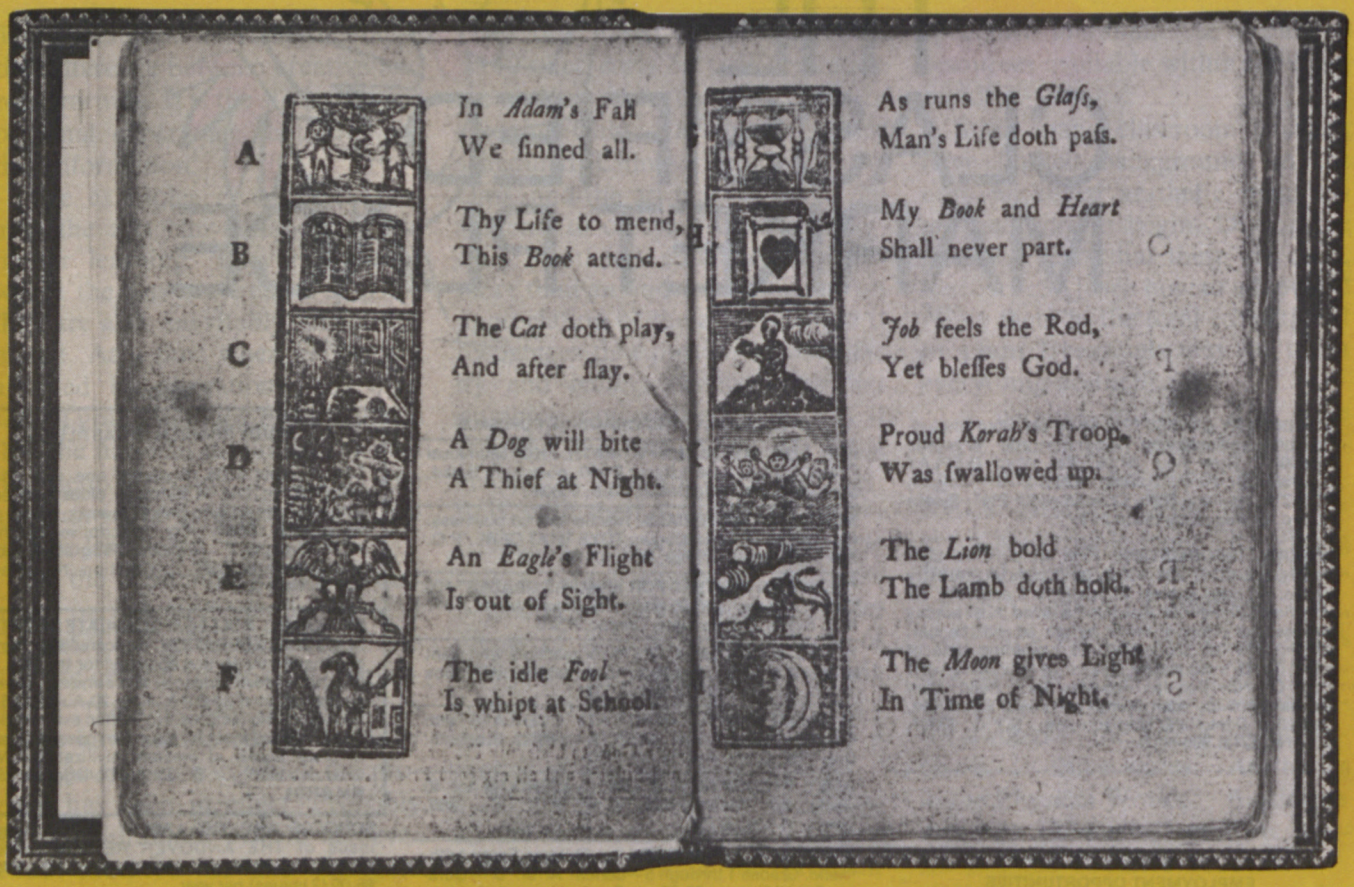


Pages from The New England Primer, *1773 edition. First published in Boston in 1690.*

Painting dated 1876 and titled, "School Room—A Century Ago."

The Search for Purpose in American Education

By R. FREEMAN BUTTS
William F. Russell Professor Emeritus in the Foundations of Education, Teachers College, Columbia University.

In the history of Western education, as well as in the roll of the dice, the number seven keeps turning up. Note the Biblical reference: "Wisdom . . . hath hewn out her seven pillars." In ancient Greece were the reputed seven wise men. In an allegory of the late Roman Empire, the marriage of Philology and Mercury was attended by seven bridesmaids, who turned out to be the *trivium* and the *quadrivium* of the seven liberal arts of the Middle Ages. In Elizabethan England, Shakespeare gave us his seven ages of man. And the United States has given us the collegiate Seven Sisters and the Seven Cardinal Principles of Secondary Education.

So I now remind you of seven historical purposes that have been proclaimed or sought for American education since the turn of the twentieth century. Although familiar, sometimes to the point of being trite and tedious, they have elicited extraordinary controversy in the past and they continue to do so today. We must try to sort them out and decide which deserve priority in the rest of this century.

Four purposes composing the modern American quadrivium dominated public discussion of education in the first three or four decades of this century: academic discipline, social efficiency, individual development, and vocational competence. None points to the left.

The three purposes of the new trivium that have come to the forefront in the last 30 or 40 years are, if anything, more complicated, more fundamental, and certainly more controversial than the new quadrivium. Education is being called upon to aid in the American people's renewed search for their three most cherished ideals: freedom, equality, and justice. These are Revolutionary terms, and some reactionaries would say they *all* point to the left.

I will not be able here to discuss how the purposes of education were formulated by the Revolutionary era at the end of the eighteenth century. But I would like to stress that the founders viewed the Revolution itself as a *political* matter and the kind of education needed in the new Republic primarily in *political* terms rather than in terms of academic achievement, social class, individual fulfillment, or occupational preparation.

Over and over again the founders and their followers asserted their belief that the welfare of the Republic rested upon an educated citizenry and that the schools had the primary purpose of educating the citizenry in the values, the knowledge, and the obligations required of everyone in a democratic republican society. As early as the beginning of the nineteenth century, however, the Revolutionary fervor for education to stress *Unum* had already begun to give way to the forces of *Pluribus*.

The Revolution's brave and confident civic goals for education continued to be stated and often to be served; but by 1900 they had become generally muted and dispersed under the burdens of an exuberant and aggressive modernization process that

turned the streams of life from rural to urban centers, from agrarian to industrial processes, from devotion to the public good to aspirations of individual enterprise and economic advancement.

By the beginning of the twentieth century, the curriculum of the schools and the colleges had become so scattered and fragmented that the drives of two of our seven purposes—academic discipline and social efficiency—were aimed at imposing some order, uniformity, and consistency upon the educational enterprise. Their dissonant voices created such a clamor that the political purposes of the Revolutionary era were all but forgotten.

The Call for Academic Discipline. One of the principal ways in which the academic profession has responded to the influx of new kinds of students with a wider range of abilities or interests or aspirations is to reassert periodically and ever more emphatically the intellectual value of academic training as the prime purpose of secondary and higher education. From the report of the Committee of Ten in 1893 through the New Humanism of the early twentieth century to the Great Books and the Council for Basic Education to the new math and new science of the 1960's, the values of cognitive achievement and intellectual training to be derived from the specialized scholarly disciplines have continued to command the primary loyalties of probably a majority of secondary school teachers and surely the majority of college and university teachers.

The Call for Social Efficiency. Arrayed against the academic emphasis in school and college, an increasingly strong and indignant set of voices has called upon the secondary schools to become more useful for the real everyday life that most youth will have to live—to embrace much more than the usual college-preparatory subjects. In 1900, the special objects of attack were not only Latin and Greek and foreign languages in general but also all the academic subjects that did not directly serve some social purpose. For several decades, the all-embracing popular term used to counteract academic discipline arguments was *social efficiency*.

The primary purpose of education for social efficiency was to prepare the individual for his or her role in society as it really exists.

This often assumed that since people differ in talents, abilities, interests, and aptitudes, they should be prepared for the different social roles for which they are fitted. So the call was for each subject to justify itself on the basis of how directly useful it was to the daily life of students in their activities in their homes, in their jobs in factory or office or farm, and in their duties as citizens.

All this led to arguments that students should be classified according to their presumed futures and assigned to appropriately differentiated curriculums. And *this* assumed that cognitive development was *not* as important for the majority of students as it was for the college-bound.

But there was another side to the call for social efficiency that grew out of the desire to prepare students for social responsibility in a democratic society. This view influenced the outlook of the several subject committees appointed by the NEA in connection with its Commission on the Reorganization of Secondary Education established in 1913 and culminating in the publication of the "Seven Cardinal Principles of Secondary Education" in 1918.

Let me remind you what the seven were, for they were intended to apply to elementary and higher as well as to secondary education. Their succinctness has made them a reference point for more than 50 years: health, command of fundamental processes, worthy home-membership, vocation, citizenship, worthy use of leisure, and ethical character.

Take away the out-of-style adjectives, and we are still talking about them today for all of our more sophisticated terminology. Health, citizenship, and leisure are still very much in the forefront of educational discussion. Substitute "cognitive skills" for "fundamental processes," "career" for "vocation," "family influence" for "home-membership," and the "teaching of values" for "ethical character" and *they* too are very much with us.

What the Seven Cardinal Principles did was to shift the emphasis in schooling away from preoccupation with the academic and intellectual disciplines and to broaden the social role of education.

The Call for Individual Development. Around the turn of the century, a growing chorus of voices called for increasing individual options amid mounting complaints from educators and publicists about the conformity required in the elementary schools of the day.

In the early decades of the century, the idea of individual differences closely linked with the idea of individual development received strong support in educational theory and practice from the psychological testing community, the child development psychologists, and the guidance counseling movement as well as from progressive critics of the goals of academic discipline and of social efficiency.

This was the avant-garde thinking of the day. Recent historical revisionism, however, has begun to question whether the end result of the psychological and testing movements was really to release the child for individual development or whether in reality the testing led to predicting, sorting, and tracking according to race or social class.

If there are differences among individuals, there must be inequality. If one purpose of schooling is to help each individual make the

most of his or her abilities and interests, another purpose must be to help the less able child adjust to the realities of inequality. Or so the argument goes.

The most attention-getting emphasis upon individual development at the secondary level in the 1930's was the Eight-Year Study of the Progressive Education Association's Commission on the Relation of School and College. It was clear that the "progs" did as well as the "trads" in regular college grades and outdid them on personal and social accomplishments. But along came World War II, and the study's results were generally ignored or forgotten in the face of the revival of academic discipline in the 1950's, which took its toll of the idea of individual development.

As the cycles of educational reform so often reveal, however, what was curriculum reform to the 1950's soon became the uniformity, conformity, increased academic pressure, and joylessness of the 1960's. So along came a parade of critics to extoll again the merits of individual development, almost as if the 50 prior years had not existed. Free schools, alternative schools, open classrooms became the sesame for escaping the dull routines of the regular classroom, especially as conducted in the public schools.

The effort to find new ways to capture the interest and attention of disaffected or bored youth has found expression in the findings of several national commissions of the 1970's. It is my impression that the weight of concern has been on the individual's needs and interests rather than on the values of society. I find a great emphasis upon breaking out of traditional modes of schooling in order to enlist the enthusiasms and involvement of diverse individuals. And prominent in all the reports is a stress upon new kinds of work activities—upon learning through working, career education, and better job placement.

The varying claims of liberty, equality, and justice have never been easy to resolve.

The Call for Vocational Competence. On the face of it, what is education for if it is not to prepare all youth for a job? This would seem to be a question easy to answer from the point of view of a young person who wants and needs a job. But direct and immediate preparation for a job did not loom high in the objectives of secondary education during the first 100 years of the Republic.

The problem took new form following the Civil War as increasing numbers of students from nonprofessional and nonmanagerial families began to pour into the secondary schools. Clamor soon arose for the public schools to give vocational training for the production of a labor force for the rapidly industrializing society. The campaign for special support for vocational education went into high gear with the blessing of the National Association of Manufacturers and was capped by success with the passage of the Smith-Hughes Act in 1917.

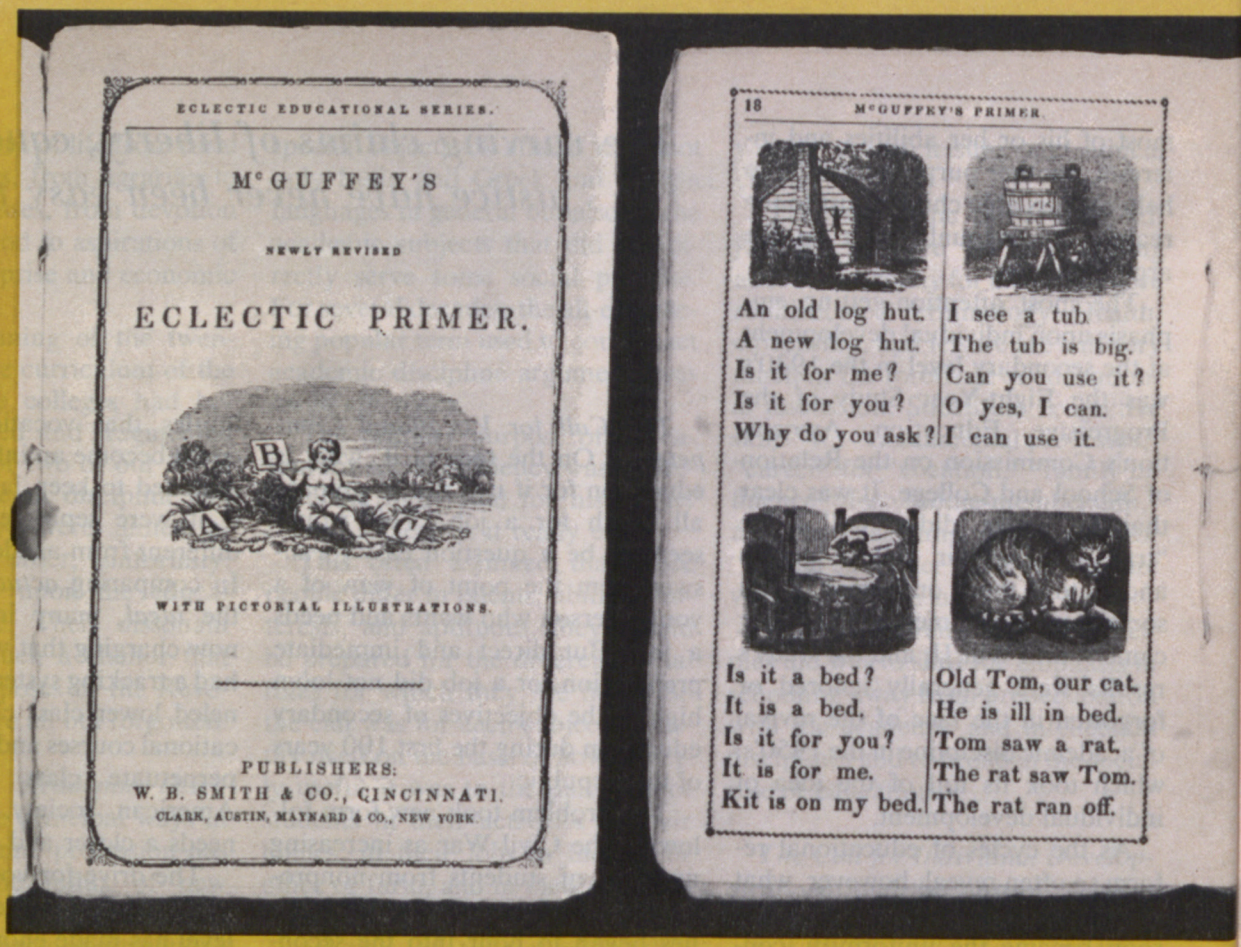
But the issues had not been easy or simple. There was the question as to whether vocational education should be a separate function, organized by the state or by private industry, apart from the public school system. There was the question as to whether it should be conducted as part of the comprehensive high school or in separate specialized technical or vocational high schools.

There was rivalry between the National Association of Manufacturers, which pressed for specialized and, if need be, separate institutions of vocational training and the American Federation of Labor, which was ever alert to the possibilities that vocational education could become an inferior education designed to keep labor in its place if it were separated into a track different from academic education. In comparing *actual* practice with the *ideal,* many investigators are now charging that we have actually had a tracking system that has channeled lower class children into vocational courses and thus has helped perpetuate class distinctions in American society. This problem needs a closer and harder look.

The drive for vocational competence at the college and university level has made enormous headway, not only in the professedly technical institutions but also in the professedly liberal arts colleges. The rush to the professions and to the technical specializations has proceeded pell mell, interrupted for a time by the downgrading of scientific and professional training by the youth culture of the 1960's but now in full flood tide among today's college students.

Economic recession, growing unemployment, financial retrenchment for educational institutions, and stabilizing or declining enrollments have stimulated a new drive for vocational competence. The academic community and the politicians with massive ideological support from the Congress will have to thrash this one out.

The answers are not as simple as they once appeared. It sounded very democratic to say that everyone should go to secondary school, most should go on to postsecondary education, and everyone should be trained for the occupation he or she is fitted for. But how to decide what an individual is fitted for and who



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I can use it.

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Is it for you?
It is for me.
Kit is on my bed.

Old Tom, our cat.
He is ill in bed.
Tom saw a rat.
The rat saw Tom.
The rat ran off.

Pages from a schoolbook by William Holmes McGuffey (1800-1873).

Schoolroom illustration from Newspaper, *published in New York City in 1881.*

should prepare for what? By tests? By academic prerequisites? By vocational guidance? By degrees and credentials?

Whatever the answers are, it turns out that those with the better high school or college preparation generally get into the "higher" professions and those who do not go to college generally get into the "lower" vocations. And it also turns out that most of those with a better secondary school or college education are middle- and upper-class whites and that fewer blacks and ethnic minorities get into the higher professional schools and more of the lower classes get into the lower-paid vocations.

How come? Is differentiation of courses, designed to shape vocational education to appeal to different talents, bound to be undemocratic and class-biased? How can such differentiation be made to correspond more closely with the ideals of freedom, equality, and justice?

And so we come to the three most fundamental purposes of American education, purposes that arose with the creation of the Republic itself. Finally we have become concerned with the purposes of education that the founders discussed as they struggled with the basic principles of liberty, equality, and the public good.

To press forward harder than ever on our trivium (which we need to do) will not be easy, for their social purposes cut across and often seem to conflict with the individual purposes of our quadrivium. And even more difficult is the fact that the social purposes of our trivium often conflict with one another. The varying claims of liberty, equality, and justice have never been easy to resolve.

The Search for Freedom. The search for freedom has made education a major arena of conflict among the rights claimed by parents, teachers, and students vis-á-vis the authority claimed by church, state, and school.

Following World War I, a principal defense against mushrooming attempts to compel public school attendance was the counter assertion of the rights of parents to guide and direct their children's schooling. In the landmark case of 1925, *Pierce v. Society of Sisters,* the Supreme Court ruled that under the Fourteenth Amendment's protection of liberty and property under due process of law, the state could certainly regulate *all* schools and compel attendance at *some* school, but it could not deprive parents unreasonably of the liberty to send their children to a private or religious school as long as the school was not inherently harmful to the child or to the state and met the reasonable standards set by the state with regard to curriculum and qualification of teachers.

The issue of freedom took another turn following World War II as religious groups stepped up their drive to gain public funds to assist them in supporting their private schools. This time the Fourteenth Amendment's protection of liberty for parents and of property for private schools ran into the First Amendment's protection of taxpayers in their right to be free from taxation by the state for religious purposes. On this issue, the landmark decision was that in the *Everson* case of 1947:

> The "establishment of religion" clause of the First Amendment means at least this: . . . No tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion.

In the course of 30 years the courts have usually rebuffed the use of public funds for aid to private schools.

At the higher education level, the issue is still very much alive, with cases involving grants to private Maryland colleges and state grants for tuition to Tennessee colleges still on the docket of the Supreme Court in the fall of 1975.

At the school level, the possible use of vouchers, tuition grants, tax credits, attacks upon compulsory attendance laws, and a whole range of alternatives for choice raise serious questions about the role and authority of public education itself.

Another aspect of education's role in promoting freedom has, of course, to do with the responsibility of the teaching profession for preserving and extending freedom of thought and speech. The principle of academic freedom for college and university teachers arose in the early twentieth century in large part to protect them from the aggressive effort of conservative business interests to root out radical economic doctrines emanating from the colleges. Later on, teachers' political beliefs became a special target. The question of academic freedom also embraces the efforts to stifle scientific ideas considered deviant or unpopular by some people.

The schools now are belatedly discovering that they, too, have responsibility for ensuring the civil liberties of students and observing the rights of due process even for young children. The campaign for children's rights now promises to take its place alongside the older campaigns for parents' rights and teachers' rights. And, as might be expected, these rights often find themselves in competition.

Several Supreme Court cases have indicated that the rights of children in schools do not depend on the will or whim of administrators or school boards or on the legislation of states. These cases and the passage of the Family Educational Rights and Privacy Act of 1974 make this a good time (and high time) for teachers, administrators, school boards, legislators, parents, and students to undertake together sustained and extensive study of the role of education in

protecting and promoting civil rights and civil liberties throughout our society.

The Search for Equality. As the search for freedom in education predominated in the 1940's and the 1950's, so the search for equality took the center of the educational stage in the 1950's and 1960's. Although the legal attacks on segregation in higher education began as long ago as 1938, we all know that the Constitutional turning point arrived in 1954.

The principle is clear: ". . . the opportunity of an education . . . is a right which must be made available to all on equal terms. . . . Separate educational facilities are inherently unequal." Note that the emphasis is on *equality of educational opportunity.*

Inequality of access has been the principal object of attack by those who have argued for a common public school system from the founding of the Republic through the common school revival of the nineteenth century to the desegregation and open access and affirmative action movements of the twentieth century.

The fundamental question, I believe, has to do with the Constitutional imperatives of equal civil and educational rights rather than with an assumption that a common education will produce equality of academic results or erase the *economic* differences with which different children begin their schooling. We must not let the main point of Constitutional rights be glossed over or blurred by debates among the social scientists. The basic question is whether we want an equalitarian society devoted to equal political and civic rights and what kind of educational structure and program will help to achieve it.

Although equality is very much in the forefront of discussion and concern among policymakers and decision makers, how much does it infuse the teaching and learning process in classrooms and on campuses of thousands of schools and colleges? I believe that too many educators have been too easily diverted by Christopher Jencks's emphasis upon what schools can do to reduce differences in cognitive skills or income. His research has imposed the wrong terms of reference on the problem of equality.

As Kenneth Clark has said, "Unfortunately, nowhere does the Jencks report seriously discuss the educational goals of social sensitivity, respect for justice, and acceptance of differences among human beings."

A statement signed by 10 black social scientists and educators made a similar point in criticizing Jencks: "Income cannot buy societal appreciation of individual worth, or group cohesion, or community, in a society that is characterized by racism, materialism, and inhumanity."

James Coleman himself, though commending Jencks for his technical expertise, points to his failure to "give attention to the deeper questions of moral philosophy surrounding the existence of inequality in society."

The phrases "social sensitivity," "respect for justice," "group cohesion," "community," and "moral philosophy" point to the highest priority tasks to be grappled with in plotting the future of American education.

The Search for Community. In his 1926 lectures on *The Public and Its Problems,* John Dewey was especially concerned about the search for conditions under which the Great Society, characterized by aggregated collective action, may become the Great Community based upon a moral communal life that is emotionally, intellectually, consciously sustained.

Dewey found the essence of community in the generic social sense of democracy nourished by intelligence and education. Single-minded stress upon individual liberty ends in dissolution or anarchy; singular stress on equality leads to mechanical identity or mediocrity. The two must be brought into a dynamic relationship of community.

This concern and its application to public schooling led to the call for "education for democracy" that infused the thought of the social frontiersmen and social reconstructionists from the 1930's to the 1950's. But the search for a community of persuasion as the prime function of schooling went out of style among philosophers of education during the fifties and sixties as it did among academic philosophers themselves.

Now, in recent years, however, the renewed concern for moral philosophy has percolated up through academia and even out to public discussion in press and government. After its publication in 1971, John Rawls's book, *A Theory of Justice,* gained wide attention for its efforts to bring together the principles of liberty and equality into a theory of redistributive justice. I quote here his general conception and his two principles of justice for institutions:

> *General Conception:* All social primary goods—liberty and opportunity, income and wealth, and the bases of self-respect—are to be distributed equally unless an unequal distribution of any or all of these goods is to the advantage of the least favored.
>
> *First Principle:* Each person is to have an equal right to the most extensive total system of equal basic liberties compatible with a similar system of liberty for all.
>
> *Second Principle:* Social and economic inequalities are to be arranged so that they are both: (a) to the greatest benefit of the least advantaged . . . and (b) attached to offices and positions open to all under conditions of fair equality of opportunity.

The problem for education is how to develop a sense of community that will work to achieve and maintain a just society. The founders' notion of the community upon which public education should be

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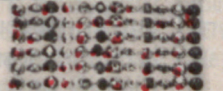

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based was the emerging *political* community. But today we find a pervasive political alienation among almost all social groups in America, marked by a widespread disenchantment with political institutions and politicians.

Directly to the point for us as educators are the yawning gaps in political knowledge, a growth of privatism, a decline of patriotism, and a general attitude of political withdrawal among students and especially among candidates for teaching. All this is punctuated by an indecent lack of exposure to international studies.

I believe that the greatest need for improvement at all levels of education for the next quarter of a century lies in the intensified search for education's role in achieving freedom, equality, and community. Of these, I believe the very highest priority should be given to the search for a viable, inclusive, and just political community. For me this means a special concern for nation above locality, state, and region, and for world above nation.

Just how to apply these principles to the knotty educational policies of access, control, support, organization, curriculum, teaching, and research ought to keep us busy enough for the coming year of discussion and planning for the massive turnaround that the whole educational system requires.

The seventh purpose of education I have listed should receive the highest priority not only because it is the most important for our future but also because it has, curiously, been the most neglected despite our rhetoric of 200 years. We have celebrated civic education for the public good as a basic purpose of elementary and secondary education, and then we assign it to high school teachers of history, civics, social studies, or problems of democracy, some of whom are inadequately prepared. We assign it to no one in colleges and universities. Even in the rhetoric of higher education, it virtually drops out of mention.

I would make education for political community the heart of a liberal education, and I would accelerate and expand efforts to focus the civic instruction of schools upon problems of Constitutional rights and civil liberties.

After all we have passed through in recent years, I should think we could now face frontally and frankly the proposition that American education does have a positive political role to perform in achieving our historic idea of political community. I suppose such a proposition will be criticized from the right as being an effort to impose a leftist ideology. It will probably be criticized from the left as imposition of middle-class capitalist values or simply wishy-washy liberalism. And it will be criticized by empirical social scientists on the grounds that schools cannot effect social change because they simply follow the dictates of the society.

But I argue that if they take seriously the authority of the enduring ideals, sentiments, and moral commitments of our political community as embodied in the Constitutional regime and especially in the Bill of Rights, the schools and colleges can help the society put into practice its democratic ideals. This would indeed be a radical social change.

I am encouraged by the opinion surveys which show that organized education still stands higher in public esteem than do big labor and big business. I certainly believe that the schools should emphasize not only the studies that will stress cultural differences as a basis for ethnic identity and mutual respect but also what I deem to be even more important—the studies and activities that will cement civic commonality.

I take special hope in recalling the element of political cohesion recently displayed by persons of different backgrounds as they faced the greatest political crisis of our

history. Think of some of the cast of characters—special prosecutors by the names of Cox and Jaworski; a federal judge by the name of Sirica; a Chief Justice by the name of Burger; a House Committee chairman by the name of Rodino; and a Committee member by the name of Jordan, whose memorable words set the goal for all of us:

"My faith in the Constitution is whole, it is complete, it is total, and I am not going to sit here and be an idle spectator to the diminution, the subversion, the destruction of the Constitution."

If we could bring together the public's faith in education and Barbara Jordan's faith in the Constitution, we could create a pervasive and effective education for political community. But this time let us start with our trivium of purposes and not leave them to the courts or to the politicians or to the media or to the special interest groups. Let's start where the founders started—with the purposes of education that will achieve the kind of political community we hold most dear.

It took just 16 years for the founders to move from the battlefields of 1775 to the adoption of the Bill of Rights in 1791. If they could create a new political regime in 16 years, we ought to be able in a like period to figure out how to educate for the survival and renewal of the American Commonwealth in a world that they could not imagine but one that we must face. □

Dr. Butts spoke on this topic at somewhat greater length before the College Entrance Examination Board in New York City in October 1975. The full speech appeared as an article in the Winter 1975-76 issue of the College Board *Review*. © 1976 College Entrance Examination Board, New York.

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Two centuries ago our forefathers brought forth a new nation; now we must join with others to bring forth a new world order. On this historic occasion, it is proper that the American people should reaffirm those principles on which the United States of America was founded, acknowledge the new crises which confront them, accept the new obligations which history imposes upon them, and set forth the causes which impel them to affirm before all peoples their commitment to a Declaration of Interdependence.

We hold these truths to be self-evident: That all men are created equal; that the inequalities and injustices which afflict so much of the human race are the product of history and society, not of God or nature; that people everywhere are entitled to the blessings of life and liberty, peace and security, and the realization of their full potential; that they have an inescapable moral obligation to preserve those rights for posterity; and that to achieve these ends, all the peoples and nations of the globe should acknowledge their interdependence and join together to dedicate their minds and their hearts to the solution of those problems which threaten their survival.

To establish a new world order of compassion, peace, justice, and security, it is essential that mankind free itself from the limitations of national prejudice and acknowledge that the forces that unite it are incomparably deeper than those that divide it—that all people are part of one global community, dependent on one body of resources, bound together by the ties of a common humanity, and associated in a common adventure on the planet Earth.

Let us then join together to vindicate and realize this great truth that mankind is one and, as one, will nobly save or irreparably lose the heritage of thousands of years of civilization. And let us set forth the principles which should animate and inspire us if our civilization is to survive.

We affirm that the resources of the globe are finite, not infinite; that they are the heritage of no one nation or generation, but of all peoples and nations and of posterity; and that our deepest obligation is to transmit to that posterity a planet richer in material bounty, in beauty, and in delight than we found it. Narrow notions of national sovereignty must not be permitted to curtail that obligation.

We affirm that the exploitation of the poor by the rich and of the weak by the strong violates our common humanity and denies to large segments of society the blessings of life, liberty, and happiness. We recognize a moral obligation to strive for a more prudent and more equitable sharing of the resources of the earth in order to ameliorate poverty, hunger, and disease.

We affirm that the resources of nature are sufficient to nourish and sustain all the present inhabitants of the globe and that there is an obligation on every society to distribute those

The World Affairs Council of Philadelphia commissioned Professor Commager to draft this keynote statement* for the Council's extensive Bicentennial Era (1976-1989) program.

It is appropriate that *Today's Education* publish this statement in the bicentennial year, since it clearly presents the concerns addressed in the NEA bicentennial program entitled "A Declaration of Interdependence: Education for a Global Community." The NEA program is composed of 20 projects including the framing of "New Premises for Education in an Interdependent Global Community."

Based upon a rethinking of the famous Seven Cardinal Principles by a committee of outstanding national leaders, the "New Premises" will appear as a special bonus feature in the September-October issue of *Today's Education*. Hopefully, the new premises will become an integral part of a dynamic conceptual design which will provide a valuable blueprint for American education—and, possibly, education in other nations—in the twenty-first century. For further information about the NEA's bicentennial program, write to the NEA.

*©World Affairs Council of Philadelphia, 1975.

By HENRY STEELE COMMAGER
Distinguished Historian, Educator, and Author.

Interdependence

resources equitably, along with a corollary obligation on every society to assure that its population does not place upon nature a burden heavier than it can bear.

We affirm our responsibility to help create conditions which will make for peace and security and to build more effective machinery for keeping peace among the nations. Because the insensate accumulation of nuclear, chemical, and biological weapons threatens the survival of mankind, we call for the immediate reduction and eventual elimination of these weapons under international supervision. We deplore the reliance on force to settle disputes between nation states and between rival groups within such states.

We affirm that the oceans are the common property of mankind, whose dependence on their incomparable resources of nourishment and strength will, in the next century, become crucial for human survival, and that their exploitation should be so regulated as to serve the interests of the entire globe and of future generations.

We affirm that pollution flows with the waters and flies with the winds; that it recognizes no boundary lines and penetrates all defenses; that it works irreparable damage alike to nature and to mankind—threatening with extinction the life of the seas, the flora and fauna of the earth, and the health of the people in cities and the countryside alike—and that it can be adequately controlled only through international cooperation.

We affirm that the exploration and utilization of outer space is a matter equally important to all the nations of the globe and that no nation can be permitted to exploit or develop the potentialities of the planetary system exclusively for its own benefit.

We affirm that the economy of all nations is a seamless web and that no one nation can any longer effectively maintain its processes of production and monetary system without recognizing the necessity for collaborative regulation by international authorities.

We affirm that, in a civilized society, the institutions of science and the arts are never at war, and we call upon all nations to exempt these institutions from the claims of chauvinistic nationalism and to foster that great community of learning and creativity whose benign function it is to advance civilization and to further the health and happiness of mankind.

We affirm that a world without law is a world without order, and we call upon all nations to strengthen and sustain the United Nations and its specialized agencies and other institutions of world order and to broaden the jurisdiction of the World Court in order that these may preside over a reign of law which will not only end wars but will end as well the mindless violence that terrorizes our society even in times of peace.

We can no longer afford to make little plans, allow ourselves to be the captives of events and forces over which we have no control, or consult our fears rather than our hopes. We call upon the American people, on the threshold of the third century of our national existence, to display once again that boldness, enterprise, magnanimity, and vision which enabled the founders of our Republic to bring forth a new nation and inaugurate a new era in human history. The fate of humanity hangs in the balance. Throughout the globe, hearts and hopes wait upon us. We summon all mankind to unite to meet the great challenge. □

Does the Energy Theme Belong in the Classroom?

By JOHN M. FOWLER
Director of Special Projects, National Science Teachers Association, Washington, DC.

The gasoline price wars are on again, cars are roaring down the open road, downtown streets glow with neon, radiators hiss contentedly in our homes. Whatever happened to the energy shortage?

The worry is still there. Individual citizens are reminded of the energy situation when they pay their electric bills or buy gasoline. It is a major topic in Congress, the White House, and many corporate boardrooms. I am suggesting that it is both urgent and appropriate that we deal with energy in the classroom as well.

We tasted the urgency during the oil embargo of fall and winter 1973-74. When the Middle Eastern oil was shut off, the engines sputtered and slowed in the richest, most self-sufficient country the world has ever known. Middle Eastern oil only amounted, at that time, to 10 percent of our 1973 petroleum consumption. The loss of that 10 percent, however, translated into 500,000 fewer jobs, a $15 to $20 billion decline in the GNP, and a doubling of the price of energy.

The urgency remains. We are more vulnerable to an oil embargo now than we were in 1973. Domestic production of oil and gas continues to drop, and coal production has not taken up the slack. A cold winter and/or a falling out with our Middle Eastern friends will underline the urgency immediately; the laws of supply and demand will make the point eventually.

Granted its urgency, does the energy theme belong in the classroom? Will it be important for the long term? I believe the answer to both of these questions is yes. There is an educational task to be done, and I hope to enlist teachers in this creative task.

The energy issue is complex. It includes the interactions of energy exploration, production, transportation, and consumption with the environment, the economy, employment, ethics, international relations, and politics. In dealing with the energy issue, we must deal not only with specific fuel shortages but with, for example, the effects of strip mining on Western lands or the relation between energy use and income level.

We cannot handle such complexity in one course or one discipline. We should aim for full integration into the curriculum.

What are appropriate goals for energy education? These are best described in terms of the student-citizens who will be its products. We hope that they—

- Will understand the pervasive role of energy in national and world society.
- Will be able to make informed political decisions on energy options as they arise.
- Will be able to make personal life-style decisions consistent with energy realities.
- Will be aware of employment opportunities in energy-related industries.

What must happen in the classroom if we are to achieve such goals?

In my own vision, I see a second grade teacher giving a unit on the community that includes energy systems and distribution systems—the

Teacher Participation Competition

The National Science Teachers Association announces a teacher participation competition for the design of energy-related student activities around energy themes. This competition, open to any teacher, is part of NSTA's project to develop classroom materials (K-12) on energy education themes, which is supported by the Energy Research and Development Administration.

Entries should consist of detailed outline descriptions of energy-related student activities. Preference will be given to in-depth activities that occupy three or more classroom periods. Activities at any grade level K-12 and for *all* types of courses are sought. Judging will be based on originality, appropriateness to the specific course setting, and success in achieving important energy education goals.

The deadline for submission of entries is May 15, 1976. Further information and a more complete background paper on the energy situation and the choices for the future are available from John M. Fowler, Teacher Competition on Energy Materials, NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009.

power lines, the pipelines, the truck delivering heating oil, the gas stations. I see the geography teacher including energy resources, energy consumption, and energy trade data. I see the history teacher examining the role of energy in the industrial revolution and the chemistry teacher studying oil molecules and the ways to synthesize them. I see the English teacher analyzing energy and environmental advertising, and so on.

Which brings me to the final challenge, the "Teacher Participation Competition" (see box, page 88). The National Science Teachers Association (NSTA) is beginning a program to bring up-to-date energy information into the classroom. We want to help teachers and students learn both the present realities of the energy picture and the technological options this nation has for a more optimistic energy future.

Much factual information is already available. The NSTA has produced *Energy-Environment Source Book*, a thorough treatment of energy issues; *Energy-Environment Materials Guide*, an annotated bibliography of text and nontext resources; and *Energy-Environment Mini-Unit Guide*, a collection of student activities. (Write to NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009 for descriptive flyer and price list.)

The Office of Public Affairs of the Energy Research and Development Administration has summarized the national plan for energy research, development, and demonstration in "Creating Energy Choices for the Future" (ERDA-48, Vols. 1 and 2), which, along with the NSTA materials, should prove especially useful. (Write to USERDA, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.)

The NEA has produced *Energy Choices for Now: Saving, Using, Renewing* — curriculum resource materials for middle grade social studies and science students that concentrate on the power each of us has to help decide the quality of our lives. (*Student Edition.* 64 pp. $2.50. Stock No. 1334-4-OF. *Teachers' Manual.* 12 pp. $1. Stock No. 1333-6-OF. *Examination Set,* which includes a free wall chart, $3.50. Stock No. 1342-5-0F. Write to NEA Order Dept., The Academic Bldg., Saw Mill Rd., West Haven, CT 06516.)

The most important information, however, is in the heads of teachers. Only they can make the final judgment of what students can and should learn and only they can design the appropriate learning experiences. Their help is essential. They must prepare a generation of student-citizens equipped for life in these last decades of the fossil fuel age and ready to lead us into a new energy age. □

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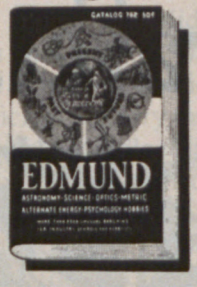

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CLASSROOM TIPS

By JANE TAYLOR FIELD
Retired Teacher of English and Creative Writing, Hilltop High School, Chula Vista, California.

In these days of nasty letters to the newspaper editor, of verbal and actual rock throwing at the schools, most educators feel the need for better rapport between school and community. Here are some of the ways in which communities have had the positive aspects of schools brought to their attention.

The Richland Center (Wisconsin) High School is reaching out to the community through its use of an ESEA Title III grant awarded for the purpose of producing a series of videotapes on local government for use in the high school.

After research into the meager recorded history of school boards, a group of students under the direction of Richard C. Neumann went to the homes of their own school board members and videotaped interviews of them.

A sequel to the first tape, which was well received by both the student body and the board members, is planned to show the relationship between the school board and the high school student council. Its theme will be that students can make or change school policy by going through the right channels. For example, some Richland Center seniors would like to take courses at the local branch of the University of Wisconsin while they are still in high school, and they want to convince the board that there should be a policy to that effect.

Having learned the techniques of operating the videotape recorders and cameras, producing graphics, designing and constructing sets and props, and setting up lighting and sound systems, Mr. Neumann's crew of students (known as the Richland Telecasters) were so enthusiastic that they asked to produce programs other than those specifically fulfilling the Title III assignment. The result has been a monthly school news program, "The School Scene," which they prepare in their spare time and without any school credit.

The local cable television company generously offered the Richland Center amateurs a channel on which to broadcast their tapes to the community. And the community of about 5,000 watches with approval, as evidenced by many complimentary letters and phone calls.

Rapport between community and school has been strengthened by the students of Shirley Shratter at Morningside School in Pittsburgh.

Hearing about the "Meals on Wheels" program which delivers lunches and dinners to the dependent elderly, Mrs. Shratter was inspired to enroll her fourth graders as pen pals for the meal recipients. Each child chose a name from a list Mrs. Shratter had obtained and then once a month, during English study time, wrote a letter to be delivered with the meals.

The experience was rewarding. During the year the children developed a deep concern for their "pals" and for the aged in general. Told that older people have difficulty seeing, the youngsters worked hard to improve their handwriting. Listening to letters read aloud in class (with permission of the pupil authors), they became literary critics and pointed out the letters' virtues as well as faults that needed correcting. Some children drew pictures to enliven their messages. Telephone numbers and original presents were exchanged.

Although the two groups lived on opposite sides of the city, plans were made for future visiting back and forth. A subsequent study of the map of Pittsburgh provided a social studies lesson.

Some of the letters were taped and broadcast over the local community radio station, making the writers—and the recipients, too—feel very important.

The imminent adoption of the metric system in the United States recently spurred the math teachers of Taft Middle School, Marion, Ohio, to make

a working knowledge of the system interdisciplinary. The month of May was selected for the schoolwide emphasis, and ripples from all the activity washed over the community.

According to Thomas Morehouse, teacher coordinator, this, in brief, was the program:

The math students measured the school from top to bottom, recording the findings in metric terms. The social studies classes studied the history of the metric system, its usage in the world today, and the social-political aspects of a nationwide change in measurement. Science students used the meter, liter, and gram in experiments and observations.

English classes discussed the vocabulary of the metric system, including suffixes and prefixes. Creative writing exercises incorporating the terms were assigned. One seventh grader wrote a clever story about a town named Yardville that was taken over by three characters who were named Meter, Liter, and Gram.

Art students made posters proclaiming Metric Month at Taft, later distributing them for display in local store windows. The artists also made badges using slogans encouraging the use of the metric system. Bulletin boards everywhere were covered by student work indicating an awareness of the metric system.

In cooking classes, students transposed units of measurement into the metric equivalents for the recipes used. In music classes, personnel adapted metric verses to popular melodies.

Finally, the Physical Education Department launched a three-day Taft School Olympic Games, during which the running and throwing events were all measured in metric distances (the 40 meter hurdles, the 80 meter dash, and so on).

The program was a great success. Besides achieving the goal of auditioning for the metric life, students and faculty finished the year with bang-up unity, enthusiasm, and zest instead of the customary yawning tedium.

Knowing metric terms for measuring will be useless if there is nothing much to measure. From the University of Utah, Florence Krall, assistant professor of education, sends an imaginative and lengthy list of interdisciplinary activities involving students in the problems of their community's energy consumption and conservation. Here are some of the ideas:

1. List all known sources of primary energy. Where does this primary energy come from?
2. Make a list of all household gas and electrical appliances. List the appliances in your own home. At school, make a compilation of all the appliances used by the families of the class.
3. Write and illustrate any of your thoughts about what energy is.
4. Divide into two equal teams. See which can list the most *energy* words in 20 minutes.
5. Plot the shortest route from home to school. Walk or bicycle and time the distance. At what rate did you travel? Compare this rate with that of bus or car.
6. Make a "closed environment" that will maintain itself without the addition of energy except for sunlight (balanced aquarium or terrarium).
7. Make three murals, one depicting the use of energy today; one, 100 years ago; and one, 100 years from now.
8. Discover how many things you can do for yourself that are now being done by fuel-consuming machines. Keep a daily record for one week recording each time you use a source of energy. Compare your record with those of others. Keep a daily record for a second week. Have you changed?
9. List all the questions you have on the energy crisis. Using them, make up a questionnaire to find out what attitudes people have toward the energy crisis and what they are doing to conserve energy. Using the questionnaire, conduct a survey in the school or community. Compile the results. Come to a conclusion about people's attitudes and actions and the relationship between the two.
10. Gather free educational materials distributed by power and utility companies. Evaluate the materials and distinguish between useful information and propaganda.
11. List as many ways as you can for getting from one place to another *without* using up an energy resource.
12. Conduct a survey of the school. List the ways energy is being conserved and the ways it is being wasted. Formulate recommendations for the conservation of energy in school. Present them to the principal.
13. Create collages showing energy transfers or energy changes.
14. Construct or design an energy converter (anything that changes energy from one form to another).
15. Make a crossword puzzle using energy words.
16. Write a script for a radio play about the expiration of fossil fuels, e.g., "The Day the Lights Went Out." Present it.
17. Watch TV commercials that sell energy in one form or another. Evaluate the companies' motives. What are they trying to get the customers to think? To do?
18. Collect advertisements from old (three years or more) and new magazines. Compare them. Has the emphasis on energy use changed?
19. Learn to read your light and gas meters. Take an inventory of your home's light bulbs. Devise a more efficient home arrangement for the use and conservation of light energy. Read the meters each week. Are your changes affecting the consumption of energy by your family?
20. Examine several different newspapers for one week. Compile all ads and articles pertaining to energy from each paper. Study them to determine if the papers favor conservation or consumption. Write letters to the editors expressing your opinions.

Dr. Krall says that her ideas may be changed, added to, or subtracted from, in accordance with student abilities. Hopefully they will generate involvement in energy conservation by students, teachers, and community families.

CLASSROOM TIPS
(Continued)

The PEN program is a joint venture of **P**attonville High School, **E**dward D. Jones Company, and **N**ormandy High School, all of Hazelwood, Missouri.

Students meet daily in the bright classroom of the Edward D. Jones Company, member of the New York Stock Exchange, to learn to work and work to learn. PEN is designed to provide them with the opportunity to gain practical skills and personal confidence in an actual business setting.

PEN had its beginning in 1974 with a visit by Jane Walters of Pattonville High to the Jones Company. The purpose of the visit was to place four students in cooperative educational jobs. Eventually, the joint venture evolved into a larger plan under which 40 students from the two high schools attended class at the company in the morning and worked there in the afternoon.

In preparation for the program, Mrs. Walters and Ron Brandly from Normandy High spent part of the summer working for the Jones Company, where they were exposed to all phases of the operation.

A handbook was prepared for the students explaining the various jobs of the company, its rules and regulations, and the objectives of the program. At an open house, Jones employees conducted tours and explained the program to students and their parents.

According to Mrs. Walters and Tony Puglisi, a Jones Company partner in charge of operations, classroom activities included orientation to the securities business; operation of the keypunch, teletype, switchboard, Quotron machine, and so on; telephone techniques; securities mathematics; experience in human relations; talks by Jones Company speakers; and field trips.

According to Mrs. Walters, at the beginning of the year, only 20 percent of the students could vaguely describe what stocks and bonds are, none of the students could operate or were familiar with such machines as the keypunch or teletype, and most of them were very casual in their dress.

At the end of the year, 91 percent of the students scored 88 percent or better on a comprehensive exam on the stock market, 100 percent had a working knowledge of the various business machines, and 100 percent wore suitable business attire.

Evaluating the class itself, the students were unanimously of the opinion that it was the most beneficial course they had ever taken, 95 percent said it was the most practical, and 80 percent said it was the most enjoyable.

The Jones Company feels that the program is an excellent way for business to cooperate with the schools and that hiring students from the program is most beneficial.

On a more earthy level, American third graders at the Ansbach (Germany) Army Airfield have been involved with the surrounding farming community. After studying about agriculture in the classroom, they journeyed to a neighboring farm to observe it firsthand and to help the farmer dig his potato crop. During their 45-minute visit, the children harvested around 800 kilograms of potatoes, which, said the grateful farmer, saved him three or four hours of work. □

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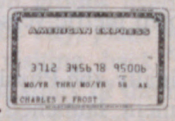

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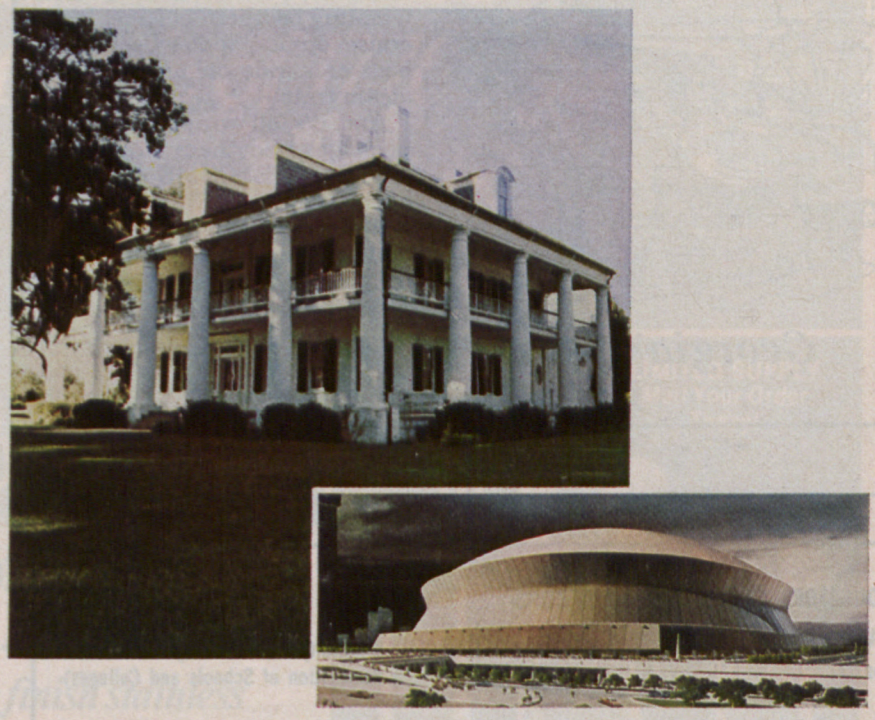

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CIRCLE QUICK-ACTION CARD NO. 10

AUDIOVISUAL MATERIALS

The following 16mm sound/color films are recommended by William J. Cuttill, Indiana University, Audio-Visual Center, as representative of those available for use in various areas of mathematics and the sciences. Further information concerning these films and their availability can be obtained from the producers/distributors indicated by the numbers in parentheses.

Birth and Death of a Star. 29 min. Illustrates the following stages in the life of a star: blue star, middle-aged star, red giant, white dwarf, neutron star, and black coal. Grades 7-12. (7)

Chemistry in Nature. 16 min. Illustrates a pattern of investigation used to identify ongoing chemical reactions. Grades 7-12. (1)

Crystallization. 11 min. Uses microphotography and polarized lighting to show crystals as they form, grow into repeating geometrical patterns, and finally dissolve to re-form the liquid from which they came. Grades 4-12. (2)

The Dot and the Line—A Romance in Lower Mathematics. 11 min. Explains plain geometric relationships through an animated story about a straight line that falls in love with a dot that is in love with a squiggle. Grades 5-12. (3)

The Labors of Heckules. 10 min. Uses animation and the form of a Greek myth to introduce the metric units of length. Grades 3-8. (8)

Meters, Liters, and Kilograms. 22 min. Illustrates basic metric units of length, area, volume, and weight. Grades 4-8. (6)

Notes on a Triangle. 5 min. Shows a single triangle dividing and redividing and re-forming colorful representations of symmetrical and asymmetrical shapes. Grades 1-12. (5)

Star Clusters. 8 min. Uses computer animation to illustrate open and globular star clusters, their location in the galaxy, and their topography. *Explorations in Space and Time* series. Grades 7-12. (4).

Producers or distributors: (1) Centron Educational Films, 1621 W. 9th St., Lawrence, KS 66044. (2) Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069. (3) Films, Inc., 1144 Wilmette Ave., Wilmette, IL 60091. (4) Houghton-Mifflin, 1900 S. Batavia Ave., Geneva, IL 60134. (5) Intl. Film Bureau, Inc., 332 S. Michigan Ave., Chicago, IL 60604. (6) Perennial Education, Inc., 470 Park Ave., South, New York, NY 10011. (7) Time–Life Films, 401 N. Michigan Ave., Chicago, IL 60611. (8) Xerox Films, 245 Long Hill Rd., Middletown, CT 06457.

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CIRCLE QUICK-ACTION CARD NO. 16

DILEMMA

This is the fourth in a series of articles presenting the handling of problems related to education with reactions by teachers and other consultants whose training and/or experience may enable them to contribute illuminating insights.

I frantically searched my classroom, desk, coat—every place I imagined my wallet might be. The loss of $5 was not so drastic, but my driver's license and credit cards were in the wallet. I was positive the wallet was in my purse when I came to school. I always keep my purse in the desk drawer.

My class was at physical education when I searched. When they returned, I explained that the wallet was missing. I asked if anyone had an idea of what may have happened to it. One of the students yelled, "I believe somebody stole it!"

The thought that someone in my class was a thief distressed me. This sixth grade class and I had worked together so well during the year. Together we had made our rules and established our methods of discipline. We never had any serious problems.

"If someone here is responsible for the loss of my wallet, I would like to give you an opportunity to return it," I said. "How should we go about it?"

We decided that at some time before the school day ended, the person should very quietly return the wallet to my desk. However, by midafternoon, the wallet had not been returned, but three students had come to me and said they had seen Bobby Miller moving around my desk when I was not there. They thought he might be responsible.

At the end of the school day, I dismissed the class but asked Bobby to remain in his seat. By this time, everyone knew why I told him to stay.

I asked Bobby if he had been near my desk. He said he had been, but he was not there to steal. "I don't need your money," he said. "I don't steal!" He began to cry.

I realized that my questions must have seemed like an interrogation to Bobby. I thought it best to end the

discussion. "We'll probably find the wallet tomorrow," I said.

When I got in my car, I looked on the floor and there it was—my wallet! It must have dropped out of my purse that morning.

The next day I told my class what happened and apologized to them. I made a special apology to Bobby, but he was not receptive. In fact, my relationship with him has not been good since that time.

I realize the mistake I made by acting as though he might be responsible, but what can I do now to regain his confidence?

Reactions

Before accepting the theory that her wallet was stolen, the teacher should have exhausted all other possibilities. Once she showed agreement with this assumption, everyone became uneasy.

The probability of the guilty party's "quietly" returning her wallet to the desk was totally unrealistic. That desk and any movement around it must have been closely watched throughout the school day. The class, eager to have the problem resolved, hastily concluded that since Bobby was seen near the desk, he had stolen the wallet.

Questioning Bobby was an inexcusable act. There was not enough evidence to suspect him of any crime. The teacher should have suppressed her sense of personal indignation (After all I've done for him!) and accepted the loss. Any student would equate her questions with an accusation, just as Bobby did. The teacher revealed that she thought Bobby a probable thief.

Her apology to Bobby was worthless. When the chips were down, she didn't believe in him. She should, at some later time and in a different context, mention that people are fallible and that she will use the lessons from her mistake to become a better person.

I doubt that she can ever regain Bobby's complete confidence. Acts of unfair treatment are generally remembered and resented by children for

(Continued on page 98)

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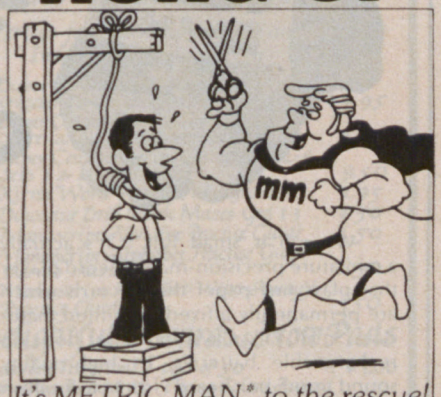
HUNG UP



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CLASS SIZE

(Continued)

more important than another, which would be in direct conflict with my personal and professional attitudes.

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With adequate staff, EMR students could receive the supervision they need. Those who are "job ready" could be working. Students in the EMR classes could get the attention they deserve. Everyone's frustrations would be reduced, and all of us would feel less like failures.

—Anne T. Johnson, *EMR teacher, Murphy High School, Atlanta (Georgia) Public Schools.*

Single reprints of this feature are available free as long as the supply lasts. Send a stamped, self-addressed envelope to Programs for Professional Excellence, Room 705, NEA Center.

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CIRCLE QUICK-ACTION CARD NO. 65

DILEMMA

(Continued)

long periods of time. Bobby may forget that his peers questioned his personal worth and dignity but not that his teacher did.

—Gwendolyn Moore, *reading specialist, Glebe Elementary School, Arlington, Virginia.*

The incident and the accompanying actions and reactions by the teacher and class reflect quite accurately many classroom situations. A child was falsely accused, learning opportunities were missed, and group procedures were used inappropriately.

It is surprising that a teacher would leave her purse in the desk drawer. This action provides opportunities for and suggestions of theft. Upon discovering that her wallet was missing, the teacher should have completely retraced her steps (the teachers' lounge, cafeteria, *her car*) before informing the class of her loss.

When her initial inquiry prompted, "I believe somebody stole it," she missed an opportunity for an important lesson regarding the consequences of unsubstantiated labeling.

"Stole" and "theft" are laden with social and emotional implications. The terms should be used, if they must be, only when the facts are clear.

To isolate a child in the presence of classmates is highly inappropriate. If the teacher found it necessary to approach Bobby, she should have done so without his classmates' knowledge.

The acid test of rules is their ability to prevent or resolve problems. The ground rules of the class must be reassessed in light of the irreparable damage caused. The teacher took an unwarranted risk in accusing Bobby and may never regain a positive, productive relationship with him.

Perhaps she should consult Bobby's parents and her colleagues regarding how best to restore his confidence in her.

Unfortunately, similar incidents occur daily and go unresolved—to the detriment of innocent children.

—Adell T. Dowdy, *head teacher, The Manhattan School for Seriously Disturbed Children, New York.*

TRENDS

Public Believes Discipline Is Greatest School Problem

"Lack of discipline" topped the list as the schools' greatest problem for the sixth time in seven years in the annual Gallup Poll of Public Attitudes Toward Education. One in every four persons placed it first.

After discipline, the public saw the following problems as the top ones in education: integration/segregation/busing, lack of proper financial support, difficulty of getting "good" teachers, size of school/classes, use of drugs, poor curriculum, crime/vandalism/stealing, lack of proper facilities, and pupils' lack of interest.

25 Percent of Adolescents Are Heavy or Moderately Heavy Drinkers

Nearly one-quarter of American junior and senior high school students 13 to 18 years of age are heavy or moderately heavy drinkers, according to a national survey conducted by the Research Triangle Institute. About 18 percent of the girls and over 30 percent of the boys surveyed in grades seven through 12 are in these categories.

The $273,000 study was sponsored by the National Institute on Alcohol Abuse and Alcoholism, a unit of the Department of Health, Education, and Welfare.

Black Proportion of College Population Steadily Increasing

College enrollment of black students continues to rise, and Blacks are becoming a larger proportion of the total student population, according to the U.S. Bureau of the Census.

The estimated total of black college students rose 19 percent during 1973-74 and 56 percent since 1970. Black college students were 9 percent of the 8.8 million total of college students in 1974 as opposed to only about 5 percent of the 4.6 million in 1964.

Sex-Role Stereotyping Influences NAEP Test Results, Says NEA Staffer

National Assessment of Educational Progress (NAEP) test results showing that girls score lower than boys in science, citizenship, social studies, and math are "evidence of pervasive sex-role stereotyping as students move through their school years," says John Cox, an NEA spokesperson.

Results of the six-year NAEP study indicate that in those four areas, males and females at age nine show scholastic understandings that are fairly equal. However, by age 13, females have begun a decline in achievement, which continues downward through age 17 and into adulthood.

In four other areas—writing, music, reading, and literature—females consistently outperform males to any large degree only in writing. Girls maintain a slight advantage over the boys in music. In reading and literature, female achievement exceeds male achievement levels at age nine but eventually lags behind.

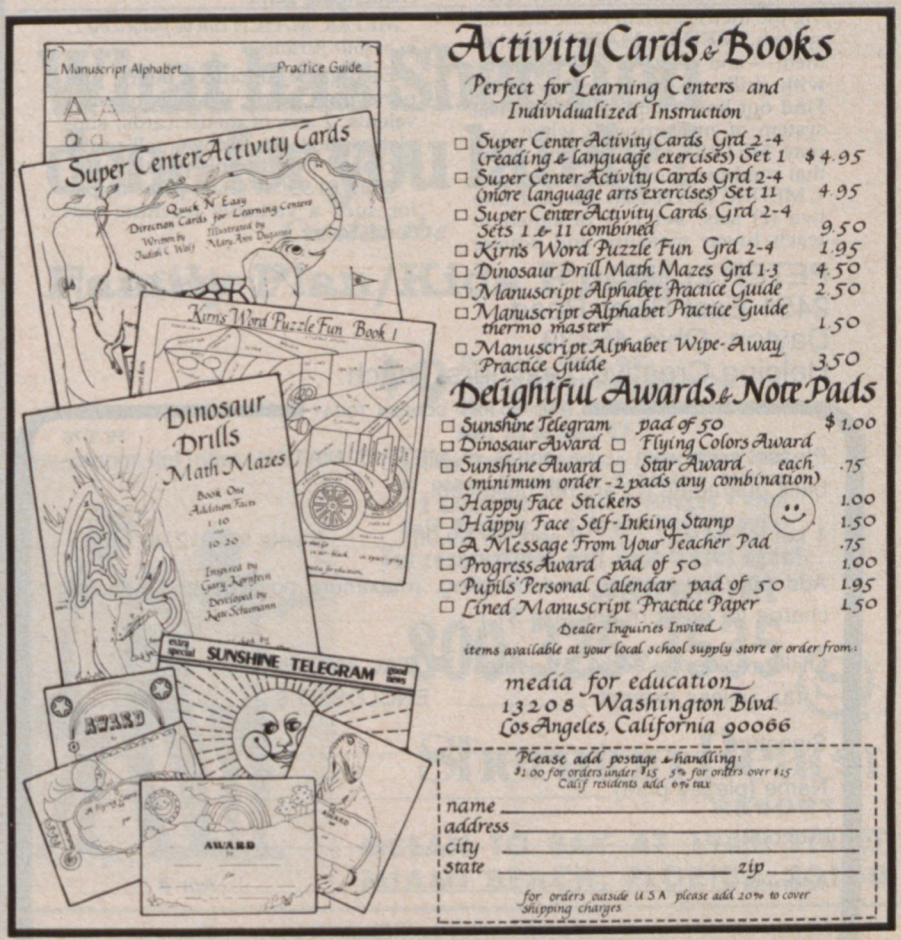
"It is the socialization factor which accounts for the difference on assessment results," claims Mr. Cox. "Roles are learned from parents, teachers, peers, books, television, and other sources. Females score low on the citizenship assessment which tests knowledge of the political system, because there are few female role models and little encouragement for females to enter politics."

Groups Join Forces To Probe Standardized Testing

Twenty-five government agencies, education groups, and national educational associations (including NEA) are cooperating to explore the educational, social, and legal implications of the widespread use of standardized achievement tests. The participating groups are giving consideration and study to a large number of critical questions, including:

- What are the strengths and weaknesses of the present test?
- Do items on them actually reflect the important concepts that children should be taught?
- What are the alternatives to standardized testing?
- Is the testing industry adequately monitored by agencies such as the

(Continued on page 100)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Federal Trade Commission?

• Would a moratorium on standardized testing encourage a more intense public and professional debate on testing?

NASW Joins Coalition

The National Association of Social Workers (NASW) has become the sixth member organization of the Coalition of American Public Employees, which represents some 3 million public employees across the nation. NASW has a membership of 65,000 social workers, the majority of whom are employees in city, county, and state governments or in public institutions and hospitals.

Other Coalition members are NEA; the American Federation of State, County, and Municipal Employees (AFL-CIO); the National Treasury Employees Union; the American Nurses Association; and the Physicians National Housestaff Association.

Study Released on Federal Aid

Federal aid to the nation's small school districts has become a generally accepted financing method even though its impact on the educational system has been less than expected, according to a two-year nationwide study by the Research Corporation of the Association of School Business Officials. The survey was conducted among 1,000 public school districts with enrollments of 5,000 or less.

The survey showed that an overwhelming majority (95 percent) of superintendents, boards of education, teachers, and citizens either strongly or mildly support the continuation of federal aid.

The study also showed that most educators prefer general federal aid as opposed to specific or categorical aid and that they believe that federally funded programs can best be administered by state agencies.

School People Soft-Pedal College Recommendations

"Because of the Buckley Amendment guaranteeing access to student records, school people are writing colorless college recommendations for

their students, fearing that anything candid might result in a lawsuit," according to a story in a recent issue of *Nation's Schools Report*. The story also points out that high school personnel "deny copping out," but directors of admission at several colleges say they've been getting either vague or overly positive recommendations since the Amendment took effect.

Student Leaders Rap Teacher Strikes

Fifty-eight percent of high school leaders who responded to a nationwide survey do not think professionals such as teachers should be allowed to strike and would have all disputes subject to binding arbitration. Thirty-eight percent feel teachers should be allowed to strike.

These findings are part of the results of the sixth annual survey of students listed in *Who's Who Among American High School Students*.

Effects of *Sesame Street* Questioned

Six months' viewing of *Sesame Street*, the nationally televised children's learning program, may not have caused the learning gains attributed to it in the early 1970's. This is a principal finding of the book, *"Sesame Street" Revisited*, recently published by the Russell Sage Foundation.

The authors of the book conclude that the show has not yet been adequately evaluated by anyone. For example, it is not known whether it affects black, white, and Spanish-speaking children differently.

Fulbright-Hays Awards for 1977-78

More than 500 awards for university lecturing and postdoctoral research in more than 75 countries will be made to Americans for the academic year 1977-78, the thirtieth year of the senior Fulbright-Hays program. Further information is available from the Council for International Exchange of Scholars (CIES), 11 Dupont Circle, Washington, DC 20036.

Applications for 1976-77 are now under review, but some awards remain open to application. CIES welcomes inquiries about these. □

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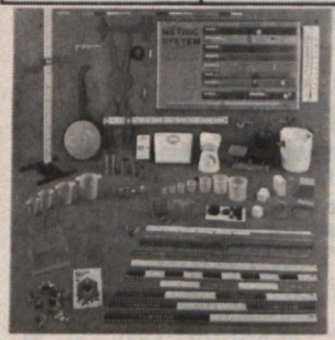

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—**Robert C. Snider,** *professional associate, Instruction and Professional Development, NEA.*

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Documents of Democracy. Large, illustrated folder containing the Declaration of Independence, the Bill of Rights, and the Constitution. 1975. 8 pp. 95¢. Stock No. 040-000-00329-1. Cat. No. Y3.Am3/6:2D 65/2. Supt. of Documents, U.S. Govt. Printing Office, Washington, DC 20402.

A Free Nation—The Beginning of the United States. Features events that helped shape the Declaration of Independence and the nation, pointing up the ingenuity of our early leaders. Full-color illustrations are by artists of the period. Includes a bibliography. 1975. 33 pp. $1.50. Highlights for Children, Inc., 2300 W. Fifth Ave., P.O. Box 269, Columbus, OH 43216.

A Mighty Celebration. A booklet of 12 stories about significant events of the American Revolution and their effect on the development of our land. Color-illustrated. Additional text describes what can be seen today that relates to each of the events. 1975. 25 pp. Free. A Mighty Celebration, The Greyhound Corporation, P.O. Box 7338, Chicago, IL 60680.

Turkey Talk. A puppet booklet containing Bicentennial scripts and directions for making seven-string marionettes, hand puppets, and stages for marionettes and hand puppets. Suitable for the middle grades. 1975. 25 pp. $3. Sock-O-Puppets, 105 N. Wisconsin, Conrad, MT 59425.

Catalogs

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Consumer Education

650 Ways To Save Money. Useful, money-saving tips, many of which are ingenious and might never occur to most people. 1975. 136 pp. $2. Goodhart Publishing, Inc., 178 Ann St., Valley Stream, NY 11580.

Health—Mental Health

What Is Alcohol? and Why Do People Drink? An objective, nonjudgmental presentation of information about alcohol—why one should learn about it, what it is, what its effects are, how it enters and leaves the body, and why people drink it. Illustrated with photos, charts, and diagrams. 1975. 25 pp. Single copies 75¢; 100 for $65; 1,000 for $500. Publications Division, Center of Alcohol Studies, Smithers Hall, Rutgers University, New Brunswick, NJ 08903.

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How To Make Good Pictures. An illustrated paperback that offers easy-to-understand instructions for making good pictures with the fewest possible complications. Explains special techniques and deals with special situations by means of charts and simple diagrams. 1975. 189 pp. $2.95. Eastman Kodak Company, Rochester, NY 14650.

Research

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Science and Social Studies

Circus! Presents little-known facts about the circus, a discussion of its classic elements, its 200-year history in America, a census of circuses, a glossary of circus terms, an annotated list of circus-born phrases, detailed suggestions for teaching about the circus, a bibliography, and a list of recordings of circus music. 1975. 24 pp. Single copies free. Ringling Bros.-Barnum & Bailey Combined Shows, Inc., Dept. of Educational Services, 1015 18th St., N.W., Washington, DC 20036.

Deciding for Myself: A Values-Clarification Series. Set D—Exploring Traditional Values. Consists of loose-leaf units on tradition, freedom, trust, respect, honesty, responsibility, work, progress, leadership, and citizenship. 1975. 80 pp. $2.52. Winston Press, 25 Groveland Terrace, Minneapolis, MN 55403.

Man—The Problem Solver. A kit of 14 spirit masters or ditto stencils that are ready for duplicating into student work sheets for grades 6-9. Traces humankind's progress from meeting primitive survival needs to solving modern, complex problems—using aluminum as an illustration. Emphasizes reading, math, and chart-interpretation skills. 1975. Single sets free. The Aluminum Assn., 750 Third Ave., New York 10017.

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Space Science Involvement. A teacher's guide for classroom use of an active communications satellite, with activities for space science, physics, mathematics, astronomy, communications, electronics, and even social science at various grade levels. Includes guidelines and a list of times when the satellite is available for classroom demonstrations. Second printing, 1975. 63 pp. Single copies free.

Tax Guide

Teachers Income Tax Guide. A comprehensive list of educational tax deductions. Contains 11 filled-in tax forms specifically designed for teachers. 1976. 59 pp. $3. Teachers Tax Service, 1303 E. Balboa Blvd., Newport Beach, CA 92661.

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The two following publications are available from the Natl. Council of Teachers of English, Order Dept., 1111 Kenyon Rd., Urbana, IL 61801:

Common Sense and Testing in English. No. 07737. Describes the different types of tests commonly given, discusses their limitations, and suggests ways to make these limitations known. Lists criteria for selecting standardized tests in English and for interpreting and using test results. Includes a three-page "Citizen's Edition," which can be reproduced and distributed to administrators as well as to parents. 1975. 40 pp. $1.

Testing in Reading. No. 53321. Provides 10 "canons" for developing assessment procedures in reading and for using the results in ways that will most benefit the student. The canons primarily concern the amount and types of assessment individuals should receive, but they also address themselves to problems related to the distribution and protection of assessment results. ERIC/RCS and NCTE Commission on Reading. 1974. 40 pp. $1.25 ($1 to Council members).

Testing and Evaluation: New Views. 1975. 64 pp. $2.50. Assn. for Childhood Education Intl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

See "New NEA Materials" on page 93 for more free or inexpensive materials.

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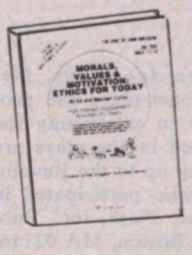

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BOOKS

The Wild Boy of Aveyron by **Harlan Lane.** Harvard. 384 pp. $15.

This book traces the history and development of the educational experiment of the French physician, Jean-Marc Itard, on "Victor," the Wild Boy of Aveyron. The youngster, judged to be 11 or 12 years old, had been found in central France in 1800. Unable to speak, he had apparently lived on his own, eating nuts and berries, for a number of years.

The book's major emphasis is on the treatment attempted during the five or so years after Victor came under Itard's tutelage. Itard's basic assumption, as noted by the author, was that the boy's seeming idiocy resulted from a lack of appropriate stimulation. Lane does an interesting job of relating this to the philosophical controversy we have come to know as "nature versus nurture."

The Wild Boy of Aveyron should be of interest to anyone concerned with the history of the education of retarded and disadvantaged children. For example, Lane describes Itard's later influence through his pupil Seguin and his indirect influence on Montessori. The book would be most useful for high school and college teachers for possible class discussion, though not as a reading assignment for most students, because of difficulties presented by its format. The absence of a bibliography and overall introduction that could have summarized the author's intent is tragic.

Reviewed by **Robert Deitchman,** *psychologist, University of Akron, Akron, Ohio.*

Living and Learning in Two Languages: Bilingual-Bicultural Education in the United States by **Frances Willard von Maltitz.** McGraw-Hill. 221 pp. $8.95.

Von Maltitz defines bilingual-bicultural education (I would prefer multilingual-multicultural) as the "teaching of pupils in two languages and from the point of view of the cultures of which the languages are a part and an expression." Inherent in this definition as applied to the United States is that English is one of the languages being taught. With these two basic premises in mind, the author gives an objective presentation of bilingual-bicultural education in the United States, comparing the priority assigned to this facet of our education policy with that of other countries.

One of the strengths of the book is the extensive background research the author has conducted to substantiate the merits of bilingual-bicultural education. She gives careful consideration to the diverse and unique characteristics of various cultural and linguistic minorities, although she places emphasis on language needs and differences.

The author believes strongly that bilingual education programs must go beyond the teaching of English as a second language. She also believes that maintenance programs must be ensured for those students whose native or dominant language is one other than English, for it is not the intent of bilingual-bicultural education to replace the present national language. Nor does bilingual necessarily lead to cultural and language separatism;

(Continued on page 106)

COPING WITH DISRUPTIVE BEHAVIOR

Although individual students may try to fulfill certain needs through their classroom roles in general their behavior is complimentary to that of their peers. Research indicates that disruptive behavior tends to develop in the classroom when individual roles conflict with each other. The conflicts occur more in student-student relationships than in teacher-student relationships, because the roles of students are more subject to change than are the relatively fixed roles of teachers in relation to students.

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Health Education is by Robert D. Russell, Professor of Health Education, Southern Illinois University. Dr. Charles H. McMullen served as medical consultant.

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rather, such programs can contribute to and enhance the contributions of multilingual and multicultural groups of this country.

Reviewed by **Patricia Benavidez,** *elementary physical education specialist, Whitman School, Tacoma, Washington; member, 1973-74 NEA Task Force on Chicano Education.*

Parent Power: A Candid Handbook for Dealing with Your Child's School by **Martin Buskin.** Walker. 180 pp. $8.95.

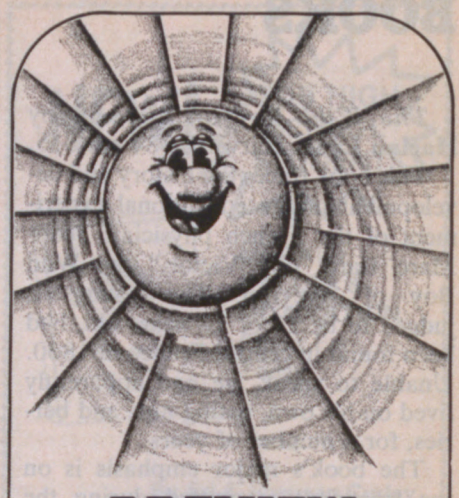
Parent Power, Martin Buskin's handbook for parents, is in a class by itself. No pun intended. It will be a revelation to parents who are not school board members, administrators, or classroom teachers. Parents are taxpayers! Therein lies their power in every school community.

Probably no one is more interested in the welfare of schoolchildren than the parents of those children. With this interest comes the right to know and to understand. The barrier? Buskin, education editor of *Newsday,* the Long Island newspaper, until his death last month, says that parents, as a whole, are stopped by the jargon, the "educationese" that confronts them as they attempt to become more knowledgeable about the "complex, bureaucratic system, of American schools."

This book should place parents in a better bargaining position to get the best for their children. Fortified by the material they find in it, they will feel more sophisticated as they approach teachers and feel better able to handle their own crises. Current educationese will no longer be a little-understood foreign language spoken only by educators. Clarified for parents are terms in curriculum innovation, such as *open schools, team teaching, mini-courses, individualized instruction, alternative education,* and many more.

Particularly interesting are chapters on testing, organizing citizens' committees, and special education. This indexed handbook on many of the components of a good school district meets a real need for parents and is long overdue.

Parent Power, perhaps, will not be popular with people in education who



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are guilty of some of the tactics mentioned in the chapter on parent-teacher conferences, but it should cause them to take another look at themselves and then to seek parent evaluations honestly, for positive results demand close cooperation and complete understanding.

Reviewed by **Thelma d'Allemand Lang,** *classroom teacher, Litchfield, Nebraska.*

Your Child Can Succeed by **Siegfried Engelmann.** Simon & Schuster. 245 pp. $8.95.

Siegfried Engelmann believes that our schools produce failures. He says that children are blamed for their failure when, in fact, it is caused by their teachers' ineptitude. In his view, teachers and administrators abdicate responsibility for teaching many children in their charge by labeling children hyperactive, minimally brain-damaged, intellectually or emotionally immature, distractible, disadvantaged, or deprived.

Rather than the usual advice to parents on how to support the work of teachers in improving education, this author tells parents how to build a case against the offending educators: Be suspicious of any "special" programs, demand a formal hearing if the district places a child in such a program, visit the school with a tape recorder, note the extent of misunderstanding in a classroom after the class has been taught a lesson, document management problems, document tasks presented that don't seem to have any bearing on the subject being taught, and so on.

Asserting that school people will not change until parent pressure forces change, Engelmann incites parents to initiate legal suits to pressure teachers. As protection against such suits, Engelmann asserts that teachers should demand to be shown correct and successful ways to reach all the children in their classes. Then, if the "experts" are unable to demonstrate how the methods can be made to work, they will be forced to adopt new ones. He believes that administrators, forced to be accountable, will pressure textbook manufacturers and teacher-education institutions to find performance-tested approaches and, eventually, the

(Continued on page 108)

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(Continued)

schools might work for all the children.

The author's own answer is Distar —his "teacher-proof" method, based on the work of Skinner—which he wants applied to all pupils. Teachers are trained in the use of coordinated hand-voice signals, hard-sell encouragement, and fast-paced timing. The teacher elicits "correct" responses with challenges and rewards "correct" responses with candy or tokens. The formula of presentation and encouragement is always the same.

Engelmann marshals noteworthy examples of unclear directions, materials, and methods used by well-meaning teachers. He describes how they confuse students by sloppy, haphazard presentations of basic concepts. He doesn't, however, deal with problems inherent in his own system. Distar flagrantly ignores Piaget's evidence that the ability to repeat correct answers is not proof of understanding.

Set answers to set questions may reassure Engelmann, but many children understand neither the story nor the answers they give. They have merely mastered decoding and the grammatical structure of the question-answer response.

Reviewed by **Beatrice Gross,** *associate professor, SUNY College at Old Westbury; co-author of* Will It Grow in a Classroom?

The Myth of the Hyperactive Child and Other Means of Child Control by **Peter Schrag** and **Diane Divoky.** Pantheon. 285 pp. $10.

One of the major tasks in childhood is learning to modulate impulses, yet in their book Peter Schrag and Diane Divoky decry every method used by educators to help children do this. They maintain that children "are being drugged, often at the insistence of school or individual teachers, to make them more manageable." Nevertheless, all psycho-active medications require a prescription signed by a licensed physician, not by an educator.

With and without documentation, Schrag and Divoky cite every horror story ever repeated about school techniques of "behavior control." Frequently the documentation is misleading. For example, in the one instance when the authors quote me (citing Congressional testimony), they take statements out of context and put them together in a fashion that implies the opposite of what I said, à la guidelines established and refined by the factions opposed to sex education and busing.

The authors admit that educators' efforts to screen for handicapped children are well-meaning; but after relating some of the horror stories, they conclude that there is "a screening and sorting game in which new categories of problems and labels are continually being created and children being found to fit them."

Further, they state that schools teach all children "that it is normal to be watched, tested, and treated, that deviance is disease, and that punishment, which used to be direct and overt, is now meted out furtively in the guise of therapy." If this were indeed true (the book does not supply reliable supporting evidence), I would agree with the authors' statement that "the political and social consequences are enormous."

This book will admirably serve the function of elevating from the rational level to the irrational the controversy surrounding children who experience difficulty in school.

Reviewed by **Sally Williams,** *school nurse specialist, Savanna High School, Anaheim, California; former president, Department of School Nurses, NEA.*

The Little Victims by **Howard James.** McKay. 374 pp. $10.95.

Pulitzer Prize writer Howard James champions the rights of unwanted children. Though lengthy, the book is well researched and excellently documented; it is challenging, compelling, and often shocking. Insensitivity may be a national trait, but the classroom teacher now caught up in the trauma of mainstreaming who reads this book is certain to become more sensitive, cheerful, patient, and enthusiastic in dealing with the deviant, the handicapped, the slow, and the abused.

James challenges schools to give children a sense of individual worth and to teach them to communicate with and care about others. Feeling there is no single way to learn, he urges taking the stigma from those who learn in a less traditional way.

He is an advocate of contraceptives and adoption rather than abortion, of assigning a live-in homemaker to the incapable mother, of institutions with family-like living arrangements, of redefining criminal behavior as it applies to children, of stopping TV's exploitation of children, of revamping everything from juvenile judges to reform schools, of helping youth get together with the elderly, of developing child advocates, and of teaching good parenting.

It is James's thesis that his readers will become action-oriented. Classroom-teacher readers will, I predict, contact their school boards, legislators, NEA lobbyists, and civic clubs to safeguard the rights of, to make more sensitive provisions for, and to become involved with those children still living in the shadows.

Reviewed by **Alice M. Glover,** *English teacher, Booker Junior High School, Little Rock, Arkansas.*

The "Inequality" Controversy edited by **Donald Levine** and **Mary Jo Bane.** Basic Books. 338 pp. cloth, $17.50; paper, $6.95.

This book contains very little controversy and even less information about "inequality." The controversy alluded to here is over whether school inequalities really matter, so far as students' standardized test scores—and, to a lesser extent, adult income and national wealth—are concerned. Virtually all the articles speak to only one side of the controversy, the view that inequalities really do *not* matter. The exceptions are the brief but quite balanced statements by the editors themselves.

The fact that "inequality" is put in quotes in the book's title may provide the needed clue to the mysterious absence of any data or analysis of the subject. Instead, the authors deal only with the "effectiveness" of schools, the return on investments in education, and issues of "justice" and wealth distribution.

We learn nothing from the book about the varieties of school inequalities and bias that exist or about the many innovative legal efforts being made to reduce these inequalities. We learn nothing about the forms of overt and covert in-group bias that affect what happens to students from kindergarten through graduate school and nothing about the special educational afflictions of people who don't live in rich school districts or who don't belong to the "right" sex, class, clique, race, or ethnic group. How are we to know whether school inequalities matter if we do not know what they *are*?

Inequality in per-student expenditures among school districts—which is the authors' exclusive concern—is only one form of inequality, although an important one, to be sure.

As for the "controversial" argument that schools are so ineffective that spending more money to equalize them will have no effect on learning, we must turn to the revised, revisited, regressioned, input-outputted Coleman report and its more recent sequel, *Inequality,* by Christopher Jencks et al.

In this controversy, the researchers are one up on the rest of us. They have the data, and we do not. We are inclined, therefore, to a natural skepticism about the whole thing. (That much schools have taught us: a reluctance to accept on faith what is told us by soothsayers and statisticians.) So in the end these and other research findings have minimal policy impact.

In this case, they may remind us that the schools must do better if they want more money and goodwill, but haven't many people been saying that emphatically all along? Nobody, least of all teachers, would say that all is well in the schools. Far from it.

Whatever is wrong, I cannot believe that curved achievement test scores are a suitable index to what is right or to what we should be doing. Some tests are useful, especially those that use absolute rather than relative standards to measure basic skills, such as reading.

But tests of the kind used by Coleman-Jencks are as harmful as they are absurd. We do not need to produce more test-taking whiz kids. The best and the brightest have led us down the paths of national disaster. What we need is an altogether new breed—citizens who are wise, reasonable, skeptical, informed, humane, happy. Let us test, if we can, for those qualities.

Reviewed by ***Patricia Cayo Sexton,*** *professor of sociology, New York University.*

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The Student's Right To Learn

In December 1975, the U.S. Court of Appeals for the Fourth Circuit upheld a federal district court's order dismissing the action of parents of two school-age children to restrain the Board of Education of Kanawha County, West Virginia, from adopting a series of textbooks and other educational materials. In agreeing with the lower court's holding for the school board, the appeals court followed a long line of judicial rulings that apply the First Amendment's mandate to protect the fundamental values of freedom of speech, inquiry, and belief in the schools.

The court found nothing in the board's procedures, actions, or conduct incident to placing the books in the schools that violated any rights of privacy accorded to the parents or their children or that constituted any establishment of religion contrary to the First Amendment. The parents had contended that their children are "entitled to receive instructions and textbooks which are free from religious value inculcations, matters offensive to Christian morals and good citizenship, matters which invade the personal privacy of their children and familial privacy, and matters which suggest or encourage the use of bad English or mediocrity of mind."

The U.S. Supreme Court has held that academic freedom rights are available to students and teachers. More than 50 years ago, for example, the Court held that the Fourteenth Amendment bars states from forbidding the teaching of a foreign language to students who had not reached the eighth grade.

In 1969, in upholding the right of students to wear antiwar armbands in school, the Court upheld students' right to express their disapproval of the Vietnam war and their advocacy of a truce if such expressions did not substantially interfere with school activities. In this case, the Court indicated: ". . . in our system, undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression. Any departure from the majority's opinion may inspire fear. Any word spoken, in class, in the lunchroom, or on the campus, that deviates from the views of another person, may start an argument or cause a disturbance. But our Constitution says we must take this risk. . . ."

In the West Virginia case, the federal court quoted a Supreme Court ruling which stated: ". . . the vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools."

"The classroom," the High Court has noted in another leading case on academic freedom, "is peculiarly the 'marketplace of ideas.' The Nation's future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth 'out of a multitude of tongues, (rather) than through any kind of authoritative selection'. . . ."

The West Virginia ruling also refers to the Supreme Court's 1968 decision that Arkansas's antievolution law barring the teaching or discussion of evolution in any publicly supported school or university was unconstitutional. Said the Court: "Government in our democracy . . . must be neutral in matters of religious theory, doctrine, and practice."

Early in 1975, the National Education Association issued a report of its investigation of the textbook dispute in Kanawha County. The controversy, states the report, was characterized by ". . . prolonged civil strife and uncivil conduct, pitting neighbor against neighbor, church against church, the school system against segments of the community; provoking discord among the teachers themselves, and doing violence to the education of students."

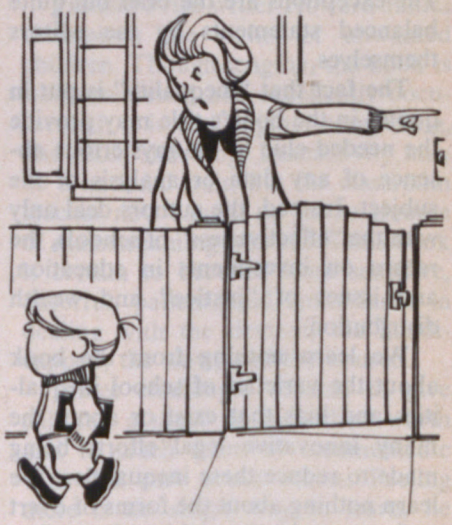
The books, to be used in English Language Arts programs, were described ". . . by their critics as being anti-Christian, anti-American, anti-authority, depressing and negative" and ". . . by their defenders for portraying realistically the diverse cultures, races, life-styles, and philosophies in our society, for providing a coherent balance of language, literature, and composition, and for their effectiveness in promoting among students a spirit of inquiry and analytical thought."

All communities have an interest which, the report notes, cannot be disputed in preparing students for good citizenship and for full, constructive lives; providing training in basic skills; aiding students to become vocationally self-sufficient; and helping students to live in harmony with their families and communities. To fulfill these imperatives, the report stresses, public education must instill in students the ability of critical thought—the ability to reason, to analyze and relate data, and to see behind the deceptive facade.

Teachers must be free to select educational materials including but not limited to textbooks, library books, exhibits, films, plays, and speakers that will contribute materially to the promotion of learning and the stimulation of critical thinking in schools. For, as the NEA report indicates: "The lessons of Watergate—the selling of the President in 1968, who came very close to selling out the nation in 1974—should teach us the enormous prices we pay when citizens blindly obey the instructions of their political bosses."

—Betty E. Sinowitz, *NEA Teacher Rights.*

See also "Censorship," pages 48-54 in this issue.



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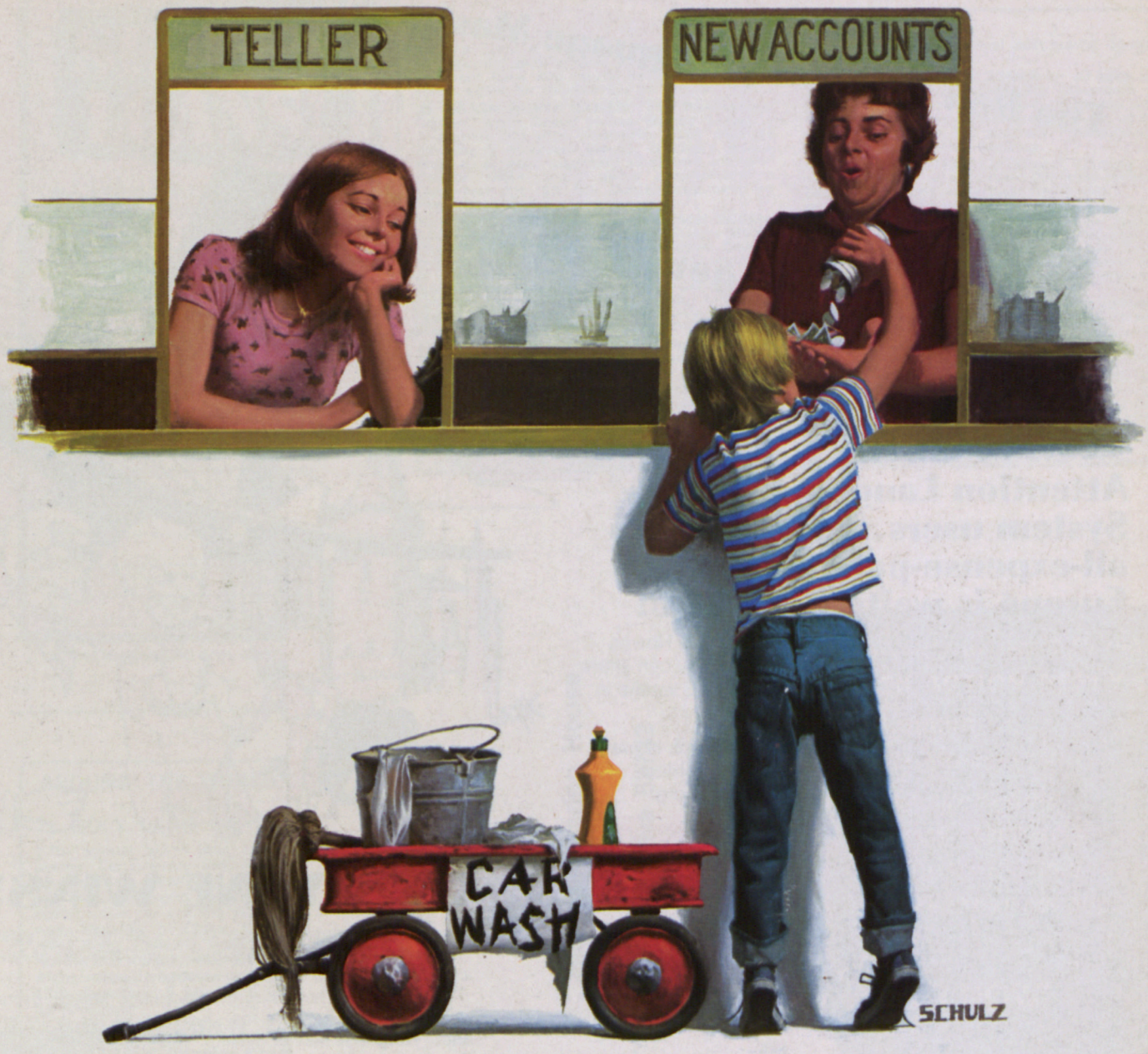

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